DOCUMENT RESUME

ED 371 637 FL 022 301

AUTHOR Dwyer, Robert
TITLE Redesigning an EAP Curriculum: Problems, Needs, Solutions and Teacher Development.
PUB DATE Apr 93
NOTE 122p.; Paper presented at the Annual Meeting of the Teachers of English to Speakers of Other Languages (27th, Atlanta, GA, April 13-17, 1993).
PUB TYPE Reports - Research/Technical (143) -- Speeches/Conference Papers (150) -- Tests/Evaluation Instruments (160)

EDRS PRICE MF01/PC05 Plus Postage.
DESCRIPTORS Architectural Education; *Building Trades; Case Studies; *Curriculum Design; Curriculum Development; Educational Needs; *English for Special Purposes; Foreign Countries; Higher Education; *Instructional Design; Language Skills; *Learning Modules; Listening Skills; *Relevance (Education); Second Language Instruction; Skill Development; Speech Skills; Student Needs

ABSTRACT

A Hong Kong college instructor in English for academic purposes (EAP) describes the process of revising an instructional module designed for students involved in the building trades. The three-step curriculum development process included (1) personal reflection and solicitation of student perceptions; (2) need analysis and development of a new module and detailed teaching plan; (3) reflection on and discussion of initial implementation of the revised module. The project arose from the discovery that a module designed for one program was being used in three new programs, all in related but different subspecialties: building services engineering; architecture; and surveying. The revised module features increased emphasis on student listening skills in English and on development of student confidence in speaking. It is concluded that while students perceive the new module as effective in meeting their language needs, it is still unclear as to whether it is meeting its objectives. A reflection on the professional development that occurred during the investigation concludes the paper. A glossary, syllabus, and student evaluation of teaching questionnaire are appended. Contains 24 references. (MSE)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED 371 637

Redesigning an EAP Curriculum: Problems, needs, solutions and teacher development

"PERMISSION TO REPRODUCE THIS MATERIAL
HAS BEEN GRANTED BY

Robert Dwyer

TO THE EDUCATIONAL RESOURCES
INFORMATION CENTER (ERIC)."

Robert Dwyer

City Polytechnic of Hong Kong

BEST COPY AVAILABLE

FL022301

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
Robert Dwyer
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
☑ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

ABSTRACT

In this action research project, a teacher examines how to make an English Communications Skills for Building module (HST0161) more relevant for students' second language needs in the academic setting of a tertiary institution in Hong Kong. This is done in three cycles: the first cycle explores the teacher's initial difficulties with the module materials; the second cycle investigates how the module can be made more relevant to students' second language needs through a literature review, interviews, needs analysis. From this information a new module is proposed. The third cycle reports on the outcome of implementing the module proposal. In the first cycle it is found that the module objectives have not been reached: the students' ability to write technical description has not been improved. From the investigation in the second cycle, a literature review and formal discussions with both members of City Polytechnic of Hong Kong's (CPHK) Department of English and Division of Technology are carried out. The investigation finds that HST0161 has been originally developed for one program, Building. However, since HST0161's inception three new programs have been implemented, ie., Building Services Engineering, Architectural Studies and Quantity Surveying. Before the Building program had begun to recruit students, module planners had designed the HST0161 curriculum without prior knowledge of what the students' language needs would be. Over the past five years, the module objectives have remained the same. Hence, the reason the module objectives have not been met is because the module curriculum and its objectives need to be revised to better meet the needs of students enroled in all four programs. From the need's analysis, it is found that student's would benefit from assistance listening to lectures in English, a project that could help develop the students' analytical skills, and students' could practice speaking English through the medium of an oral presentation. The results from the needs analysis helps the author propose a new curriculum for HST0161 which shifts the previous module focus of writing technical description to developing the students' ability to communicate in English in an academic setting. The module's new aims are: (1) students will demonstrate confidence listening to spoken English; (2) students will demonstrate confidence in speaking English. A module outline and detailed teacher working plan are also presented. The third cycle summarizes the results of administering the module proposal for HST0161. From student feedback, the new module is reported to have been successful in better meeting the students' second language needs, however, it is unclear whether the new module has reached its new objectives. In closing, the author discusses his development as a teacher from bringing this action research project to its conclusion.

Table of Contents

Acknowledgements i

Abstract ii

Background

Institutional Setting 1
Staff Background 1
Service Modules 2

Introduction

Exploring the Problem 2
The Project 8
Scope 11

First Cycle

Lesson Plans 13
Teaching Journal 14
Students' Evaluation of Module and Materials 24

Section A: The Module and Materials 24
Students' Oral Feedback 25
Teachers' Impression of Module 26

Second Cycle

Introduction 27
Prediction of Students' Needs 31
Needs' Analysis 32

Student Background 32
Discussion and Interviews 34

Report on a Discussion with a Building Lecturer 35
Course Coordinators' Views of Students' Needs 37
Interview: Building Course Coordinator 37
Interview: Quantity Surveying Course Coordinator 39

Table of Contents (con't)

Profile of Communication Needs 41

Participants 41
Purposive Domain 41
Setting 42
Interaction 42
Instrumentality 43
Communicative Key 44

Module Rationale 45
Teacher Roles 47
Module Proposal 50

Module Goals 50
Module Aims 52
Module Objectives 52
List of Activities 53
Module Overview 53
Assessment 55
Teaching Approach/Methodology 57
Teacher Working Outline 58
Teacher Working Plan in Detail 61

Third Cycle

Introduction 85
Teaching Journal 86
Results from Teaching Evaluation and Improvement Package 92

Interim Feedback Report 92
The Teaching 93

Students' Evaluation of Module 93

Improving HST0161 96
Listening to Lectures 96
Problem/Solution Video Project 96
Students' Feedback on Teaching 98
Students' Reflective Writing on Self-Learning 99
General Comments on Module 100

Table of Contents (con't)

Teacher Development 100

Bibliography and References 104

Glossary 107

Appendices 108

Appendix A, Original HST0161 Module Syllabus
Appendix B, Evaluation of Module and Teaching
Appendix C, Teaching Evaluation and Improvement Package
Appendix D, Interim Feedback Report

Background

Institutional Setting

City Polytechnic of Hong Kong (CPHK) is a tertiary institution that provides higher education for professional practice which responds to community needs and effects of social and technological changes (CPHK Calender, 1991). The Polytechnic is a relatively new institution. It was originally formed in 1985 with classes taking place high in a commercial building in one of the most densely populated areas on earth, Kowloon's Mong Kok district. In 1989 the Polytechnic moved uptown into facilities designed specifically for the Polytechnic and the needs of its growing student population. The Polytechnic has since separated into two major sections: (1) Academic Faculties, ie., Humanities and Social Sciences, Business and Science and Technology; (2) College of Higher Vocational Studies, ie., Division of Technology, Commerce, Humanities and Social Sciences. Though the medium of instruction at CPHK is said to be English (CPHK Calender, 1991 p49), Cantonese is widely used by both students and staff to detail and enhance the English medium instruction (Walters and Balla, 1992).

Staff Background

The academic staff of the Polytechnic are a melange of native and non-native speakers of English. Lecturers come from a range of cultural backgrounds and speak a variety of dialects. However, only twenty-five percent of the teaching staff

are native speakers of English who are unable to use Cantonese in their teaching (Walters and Balla, 1992).

Service Modules

At the inception of the Polytechnic, the Department of English was contracted by academic departments throughout the Polytechnic to provide "service modules" for both sections of the Polytechnic. This meant that departmental staff were involved in teaching English for Academic Purposes (EAP) or English for Specific Purposes (ESP) communication skills modules in a wide range of subject areas. Within one division such as Technology, which this project focuses on, there are five programs. These are: Higher Diploma (HD) in Architectural Studies, Building, Quantity Surveying, Building Services Engineering and Computer Studies. The English Communication Skills modules are often similar in content as those courses offered to the Academic Faculties, the only difference being that students in the Faculties receive module credit towards their BA or BSc degree, whereas, students in the College of Higher Vocational Studies receive credit towards a Higher Diploma.

Introduction

Exploring the Problem

Teaching for the Department of English has been very challenging. In teaching ESP, I have forced to step outside of the boundaries of my MA TESOL training

into the unfamiliar world of science and technology. No longer am I dealing with a strictly language syllabus, but professional communication and proficiency skills development syllabuses that have been negotiated between a client department, ie., the students' parent department, and a service department - the Department of English. The English department service courses have been designed to offer the students either professional communication or proficiency skills development. However, many of these syllabuses have never been tested on an actual student population. The needs of the students in many cases have merely been assumed. Several of these service modules have not been revised due to the fact that they are only reassessed in a course revalidation committee every five years.

When I started teaching HSTO161 class, I soon discovered many obstacles in attempting to implement lesson plans and materials that were not meeting the students' immediate needs. Such obstacles often began with my lesson plans, ie., should I focus on the students' writing or being able to communicate information in their field of study. Worse yet, previously developed material focused mainly on one area of the four skills. In most cases the focus was too heavily placed on writing. I felt this skill was not necessarily what the students thought to be relevant to their communicative needs. Their immediate concerns most often were: " can we finish the six projects for our other modules in the remaining three weeks of the term" ?

In the case of HST0161, materials that have been previously developed sought to aid the students' ability to write technical description. However, from the first time I taught this course, I sought to develop materials which would allow the students to practice communicating technical information. What I failed to realise was that students were without motivation to practice communicating in the target language, especially information they were exposed to on an everyday basis. Again I began to question the most appropriate teaching approach to match what the students were perceiving to be their language needs.

What I did not realize was that the real obstacle was the original HST0161 module syllabus (see Appendix A). The syllabus had been previously developed informally by a course validation committee. For HST0161, it had been five years since the syllabus had been originally negotiated and validated in committee. The reason for the module validation was that it is credit bearing.

Unfortunately, the original syllabus had been designed before students were met. The students' language needs were an unknown factor. Moreover, the original syllabus has been designed for only the students who are enroled in the Building program. However, since 1987, three new programs have been implemented by the Department of Building and Construction. The new programs are;

(1) Architectural Studies

(2) Building Services Engineering

(3) Quantity Surveying

Presently all first year students in these new programs are taking HST0161. Although materials for the module have been revised once or twice since 1987, the original objectives remain the same.

One of the reasons the module objectives have not changed is that they must be renegotiated by the students' parent department, ie., the Department of Building and Construction, the service department, ie., the Department of English, and the Academic Secretary. If a new syllabus is to be renegotiated prior to its five year validation, this means more work for some already overworked professionals. Therefore, once validated, it is very difficult to change a module syllabus and its objectives.

For myself, the syllabus imposes a sense of stern rigidity, formality. This is because the module curriculum, ie., aims, objectives, syllabus, and assessment are preset and can only be modified slightly due to the eventual assessment. Module material developed to fulfil these requirements have failed to address the students' immediate language problems experienced on an everyday basis in City Polytechnic. Thus, a gulf has formed between myself and the students because each has had different perceptions on needs; I, form the syllabus and they, from

experience.

Being unfamiliar with the history of the module, I believed the module syllabus because it was developed by the "experts" and negotiated with the client department, which is then certified by the institution. The students may perceive the English class as absurd as it is not truly designed to address their actual language or communication needs. Therefore, what module requirements I was perceiving to be important, and what the students were perceiving to be important often were at odds with each other. Something else they were reluctant in giving me feedback as to what they felt they needed, as it might appear as if they were criticizing the teacher.

At the beginning of the Spring 1992, Term 3 HST0161 class, my first dilemma was how do I develop lesson plans, redesign material, and modify the prescribed teaching approach to strike a delicate balance between students' needs, while fulfilling module requirements without compromising either one?

Since first year students have entered into a new type of discourse community, every aspect of it will be new to them, especially the fact that eighty percent of their lectures are conducted in an second language (L2) (Interview Mr Norman Devall 8/20/92). Compare this fact with L2 classes in these very same students' secondary schools where the norm is that classes are not conducted entirely in

English, but rather using extensive code-switching. Since localization of the Hong Kong educational system was stepped up to replace L1 speakers of English in the seventies and eighties with local Cantonese teachers, English lessons have shifted from native speaker input to L2 speaker input (Interview, Mr Stephen Turoza 8/21/92).

What new Polytechnic students are facing is often communicating to their first native speaker of English. In terms of the type of listening the students will encounter, the students are faced with transactional, "message" oriented listening with the focus on listening for information (Richards, 1990). Therefore, students need to sharpen their ability to listen to native speakers in a transactional listening situation such as a lecture.

The Project

The following action research is a case study of the thoughts and actions of a novice teacher attempting to make an EAP module, HST0161; English Communication Skills for Building more relevant for first year students in the Building and Construction stream.

In the first cycle of action research the reader will confront my initial reactions to teaching this module. When I wrote these thoughts I still had no idea as to the exact nature of HST0161's problems; only the problems I was having in the classroom. Therefore, the purpose of the first cycle was to explore classroom problems, ie., where I thought the source of the problem was located. The statement of purpose, first cycle is as follows:

> *In the context of an EAP class, problems in conducting lessons often stem from materials being too narrowly focused on one of the four skills. In the case of HST0161, the focus was too heavily placed on writing.*
>
> *Therefore, the purpose of this action research is to carry out an investigation on how to best redesign the class materials for a communication skills class so that students can become more*

competent in the four skill areas, while maintaining basic module requirements, ie, writing technical description.

I first began thinking about this project through reflective writing in the form of a teaching journal. Since I was teaching three HST0161 classes per week, I was able to make daily changes to these lesson plans. In keeping a teaching journal, I was questioning my teaching approach and the activities I had developed. Slowly, I became more aware of the teaching challenge and with it the difficulties I was experiencing. Aside from periodic student feedback, I had students fill out a final Evaluation of Module and Teaching form (see Appendix B). From all the information in the first cycle I began to further investigate the exact nature of the problems inherent in HST0161.

On completing the first cycle, the focus of my Independent Professional Project (IPP) changed. With this change came new focus and a new statement of purpose as follows:

The purpose of my IPP action research is to redesign the curriculum for HST0161 so that the module curriculum better addresses the communication needs of first year tertiary students.

What I sought to describe in the second cycle was the process I went through

when faced with trying to bring the underlying problems of a module, ie., what was not discovered in the first cycle, to the surface. Furthermore, a new focus would help me to pinpoint some of the historic and present problems of HST0161 by obtaining the viewpoints of colleagues in the English Department and the Division of Technology and conducting a literature review. By opening a discussion with others and reviewing research at CPHK, I hoped to look at the module more objectively.

Module Background

The following information was obtained from the HST0161 module syllabus for Term 3, Spring 1992.

Module Title	Technical Communication for Building
Module Number	HST0161
Class Requirements	Writing Technical Description; Physical, Structural, Structural/Functional and Process
Methods of Assessment	Controlled Practice Activities, Vocabulary Quiz and Final Exam
No. of Contact Hours	Tutorials: 20 Language Lab: 10

Scope

This IPP action research project will consist of three cycles:

First Cycle: Lesson Plans, a Teaching Journal, and Student Evaluation of HST0161, Spring 1992, Term 3

After initially realizing that the syllabus and teaching materials for HST0161 were not properly addressing the students' language needs, I sought to strike a better balance between the module's narrow focus on writing technical description and getting the students to communicate more in English.

Second Cycle: Introduction, Needs' Analysis, New Module Proposal for HST0161, Teacher Working Outline and Plan in Detail, Fall 1992, Term 1

The results of an investigation on the module, a needs' analysis, module rationale, teaching methodology, new module proposal, and a detailed teacher working plan, will be presented.

Third Cycle: Introduction, Teaching Journal, Module and Teaching Evaluation of HST0161, Fall 1992, Term 1, Students' Written Feedback on Module and Teacher Development.

After an initial discussion of the teaching problems faced in Term 1, a weekly teaching journal on, and evaluation of the Term is offered. Student

feedback will help verify whether or not new module aims have been achieved. In the final section of the project, I discuss what I have learned from carrying out this action research project.

FIRST CYCLE

Lesson Plans

The lesson plans that I have developed throughout the period of April 1992 and June 1992 are based on the module as I vision it, not on the teaching material I have received to carry out to aid the students' learning.

I created these lesson plans with two focuses in mind. First, I sought to shift what I saw as a heavy focus of the original module syllabus on writing technical description by developing interactional communicative activities as a way of preparing the students to successfully carry out the HST0161 writing assignments. Secondly, I sought to set clear lesson objectives prior to developing the plan so that I would have a clearer sense of what was to be taught.

I believe the lessons plans would have been effective in improving the students' writing if the students felt that writing was their main second language problem. However, like the original syllabus the lesson plans were too focused on writing technical description and failed to properly address the students' immediate language needs.

Another aspect of the lesson plans was my personal need as a teacher to have a clear idea as to what the goals and objectives of any given lesson were. In setting

out clear goals I hoped that my teaching goals would come across clearly to the students. However, as I have learned in a joint "peer observation" action research project with Mr. Dino Mahoney of the Department of English, students' and peer observer's perception of teaching goals can be vastly different from the teacher's perception (Mahoney and Dwyer 1992). With this in mind I was able to analyze student data from the action research project to find out whether the teaching goals from any lesson were perceivable for the students and then rethink some aspect of the lesson plan so that the learning objective(s) of an activity was easier for the students to perceive.

The real problem with the lesson plans was that I built in oral practice during each lesson. In the practice section of any given lesson plan, I sought to allow students the chance to interact using communicative activities as a way of reinforcing what I had presented. However, the students were used to a teacher presentation-assessment, ie., the teacher gives them a chunk of information which they then memorize and complete an assignment or study for the exam. Without a prior concept of practice in their secondary school model of English instruction, students thought the class was moving at too slow a pace, became bored with the lesson and often were late or absent.

Teaching Journal

In writing this section I seek to analyze how I dealt with the many facets of

EAP/ESP classroom teaching from the perspective of my teaching journal. I have come to realize over the past year the importance of keeping such a record of my thoughts, perceptions, feelings or musings as a way of professional record which I can use for any number of given purposes, eg., action research and professional development.

What the reader of such a document may be able to comprehend is a different matter. Without a clear idea of the context, this document might seem self-indulgent. However, to me, it is of great use in shaping the future direction of this module and will have a direct effect on my teaching. I also hope, after reflection, the journal will help to prevent repeating past mistakes and allow me to view my development as a professional, not in terms of years taught, but as years saved. Therefore, in keeping this journal I see it also in economic terms; I can save time and energy by keeping in touch with the journal's contents.

Journal Entry #1

From observing myself on video I notice that I must slow down my speech when I am talking with students. I am rushing through discussions too quickly. In order to avoid this I need to be more aware of slowing down my rate of speech. One way to do this would be to model more often when I am giving directions.

I notice the meaning I wish to convey is often lost when I do not model while

giving directions, ie., students are unable to carry out my directions and therefore lose interest or ask other students in Cantonese to repeat what I have said.

When I model the activity with one or more students before actually getting into the activity it is easier for the students to begin the assigned task.

I feel it is also just as important to discuss or tell students what we are going to do before beginning the lesson. Therefore I need to enter the class with a clearer idea of what my teaching and student objectives are for that particular lesson.
4/7/92

Journal Entry #2

I am finding it very difficult to plan for my three classes of HST0161 as one class. Each group has such different levels of proficiency. I am finding, as I have with other classes, that I am not satisfied with reproducing the materials I have been given and feeding to the students. I must constantly rethink and create new material and after I have tested the material on one group, revise it so that the material is easier for the second and third groups to understand. On top of all this I have to have a clearer idea of the main teaching objectives of the material and how this will aid in the students learning.

It's funny I say learning and not acquiring the target language as I do not feel

students are actually eager to do so. They have had in most cases ten years or more of English language instruction and still remain reluctant to speak it. Since my classes and the material I am developing focuses on the students becoming more competent speakers of English, students are often disengaged from any given activity and often disrupting other students.

I think the problem is that the students are expecting me to lecture more than I do and I am expecting the students to be more motivated and open to the idea of an ESL type lesson plan based in their field of study. Where is the middle ground? 4/16/92

Journal Entry #3

I just looked over the module evaluation and was struck by the fact that there are so many things to consider when teaching this module. The focus or non focus of the module is wildly laid out in some strange melange of study skills/vocabulary/and technical description. My focus was on developing the students ability to communicate in their field of study, ie., developing their ability to better express themselves technically through writing and speaking.

As I taught the class, I now feel things were too heavy on the technical side. I didn't do any interesting activities with them concerning the other areas, such as the actual building industry in Hong Kong. Since I felt their weakness was in

communicating in English, I focused as I said before on giving them opportunities to communicate in the target language. However, this focus was communicating technical information, something the students did for every class over the period of ten weeks!

The interesting thing about this was that students did not welcome the opportunity (as I saw it) to become better communicators. Their attitudes towards the class and student centred lessons (Robert you have strange teaching method) were that this class was a breeze or that the class was just another technical class without learning anything new. Since their instructor was not an "expert" in the field of building and the module was not an integral module, I believe students viewed the module as outside institutional demands. I received an interesting comment from a student on one of my feedback sessions. He said, "technical description is not enough." This can be interpreted as: (1) Technical Description is insufficient for our needs being students in City Polytechnic of Hong Kong. (2) Technical Description is not the only thing we need to communicate as first year students. We need to focus more on....

Whatever the student meant to say I feel this says much about the way in which I choose to interpret the module and my feeling restricted by module requirements set by the building department and the English department.

I think this also gets at the various levels of English proficiency within the group. Some are clearly competent writers. Others find it very difficult to express themselves. The previous feedback comes from a student who seems motivated to learn and bored with what is being offered or how it is being presented.

I certainly can't imagine myself sitting through a eight week class (I cut it down from ten weeks as a means of survival) dealing with four areas of technical description and having assignments as busy work.

There also was a clear attitudinal problem with learning English. It seems English carries a stigma in Hong Kong. Students are openly reluctant to learn English. I feel more emphasis has to go into changing students attitudes about English and show them that learning English is not solely forced oral presentations in front of the class, English is not spelling and perfect handwriting, English is not all learning grammar. English is communicating in a second language which means learning more than what has been previously presented in the classroom. It's cultural. 4/24/92

Journal Entry #4

Though I did not expect or anticipate this, I feel Hong Kong students fresh out of secondary school expect teacher-centred classes. Thus when a student commented on my teaching method as being "weird" (after I taught them the word!), I can

hopefully say that they meant student-centred. By being more teacher- centred some of the most difficult students seemed to become less a problem; their focus was now on the teacher as they have been so well conditioned in the past. Prior to this eight and final lesson, I relied on a lot of pair work as well as communicative activities. However, these are not highly motivated students when it comes to speaking English since English has been stuffed down their throats since day one of primary school. What they are more used to is memorizing vocabulary words, especially words in an authentic context such as the newspaper article. The vocabulary book they were given seemed to never have been opened except for the vocabulary quiz. 4/28/92

Journal Entry #5

I believe the students are being bombarded by description. I thought originally that if I did not give them full coverage of the technical description topic areas that the students would not be able to pass the exam. However, looking over the results of their examinations, some students who had passed the module work did not do well on the final examine, whereas other students who did not perform well in class did excellent on the final. Go figure...

After talking with a teaching assistant in the Building and Construction department, Mr. John Lee, I confirmed some of my impressions about the students. Firstly, Building students, as technicians, will have to use very little

English on the job site once they graduate. This is because the construction workers they will often work with, being mostly imported labour from China, do not speak English and, therefore, will not suddenly wish to begin a conversation with a technician in a foreign language. Certainly, this factor, makes for little motivation to learn English, especially in the classroom. Secondly, Building and Architecture students are literally bombarded with details about staircases, brickwalls, reinforced concrete foundations, etc., whereas, Quantity Surveying and Building Services Engineering students never learn about such things in their other modules. Therefore, to offer them an English class focused solely on technical description is not helping, or motivating them to use English.

Furthermore, the students view the constant onslaught of technical description as being too repetitive, too simple. What is too simple is the focus on description. What the students need to build is their ability to think and analyze in English as a means of surviving their module work. Which brings me to suggest that the HST0161 module become less focused on description and more on developing the students analytical skills; moving beyond construction methods and into issues surrounding the building industry, ie., cost of housing in Hongkong, Financing a home, 1997: future of housing in Hongkong, comparing different areas in Hongkong in terms of availability of housing, new hot areas soon to come on the market, historical preservation, historical data on housing in Hong Kong, to name a few. 5/5/92

Journal Entry #6

The module, as it was for Term 3, Spring 1992, had been designed for Higher Diploma Building Students back in the Summer of 1988. Since that time the Building division of the college has expanded its higher diploma program to include, an Architectural Studies, Building Surveying, and Services Engineering program. After discussing the needs of each Higher Diploma program with a lecturer in the Division of Technology, I was informed that there are differences between each program, eg, Architectural Studies is more demanding than the other programs in terms of class work. Moreover, Building students are said to enter the program with a lower level of English proficiency.

Of my three HST0161 classes, two were Architectural Studies and one was Building. The Architectural Studies students were clearly able to work on more difficult assignments than Building students. When put on a task, Architectural Studies students were able to focus their attention and complete the task without incident. Building students, however, seemed easily duped by activities in which they were asked to create or think in abstract terms. Student-centred practice activities with Building students more often became a battle of the wits with me attempting to keep the students on task. I always lost!

Class management at these times became utterly frustrating. Every time I went

on to another group, the last group that I had put on task would instantly turn to another group and begin to discuss another class! This class was obviously play time for them. I am a marginal teacher.

Indeed, the class requirements of writing technical description was not addressing these students' needs in their field of study. This was especially obvious when most Architectural Studies students could turn out a perfect assignment instantaneously, whereas the Building students never bothered listening long enough to comprehend my input; most acquiring C,D,F and G grades on the final exam. Something seriously has to be done to affect a change in the students' ability to carry out their module work.

With this in mind the future HST0161 should address the needs of the students in terms of helping them develop their cognitive skills, handle intercultural situations more successfully. Evaluation of the students' needs should be on-going, with weekly feedback in order to obtain future directions for the module which better address first year students within the Division of Technology.

My personal fear is that my limited knowledge of the students' cultural background will make the communication in the class less natural and authentic. The students will see me as just another content teacher. In order for them to pass this class they will do the minimum required to stay afloat in the rough

waters of the Polytechnic sea. The amount of contact between us will be further strained due to everyone's busy schedule. How does one make a difference in this no-win situation? 5/26/92

Students' Evaluation of the Module

The following information is taken from a module evaluation form developed by lecturers at City Polytechnic as a means of measuring to some extent, the modules ability to achieve its desired objectives.

Section A: The Module and Materials

After compiling students' responses to the Evaluation of Module and Teaching form, students felt;

(1) The four module assignments were too much.

(2) These assignments did not further their ability to use English in their field of study.

(3) Module textbooks were considered too simple.

(4) Of all the module textbook, the vocabulary booklet was considered least helpful in that it did not help them to learn or use the vocabulary better.

(5) Students want the content expanded.

(6) Students felt that the module was not very successful in achieving its objectives.

Objective 1 * To introduce students to the language skills they need to study effectively in English at the Polytechnic at the Higher Diploma level.

The first goal was not achieved.

Objective 2 * To develop students' competence in writing technical prose

The second goal was reported to be successful, though with limited results.

Objective 3 * To expand students' knowledge of relevant semi-technical vocabulary

The third goal was not successful.

Student Oral Feedback

From students' oral feedback, I found that;

(1) Students would have preferred integrating their textbooks, or journal articles as reading material.

(2) Generally speaking the students preferred to focus their language learning activities on current issues related to their major discipline. One such source that motivated student participation was newspaper clippings.

(3) Students also said that they would welcome the use of audio or video tapes in class as a prompt or medium for discussion.

Teacher's Impression of Module

I feel the module was not successful because it was too heavily focused on technical writing and not diverse enough with its material as to arouse student interest to use language authentically. There was nothing to offer the students that could help motivate them to use English.

SECOND CYCLE

Introduction

Certainly crucial to the development of any curriculum is the concept of the 'needs analysis'. A needs analysis is necessary because it acts as a blueprint for the course designer (White, 1988). However, imagine a module with no designers, no architects, only a series of contractors. Such is HST0161; a module only on paper, inorganic in that it is not able to respond to the students' language needs; a module built out of nowhere by a series of teachers trying to breathe life into something that had none. In order for this module to affect change in the students' ability to communicate in an L2, some form of questioning of the module objectives must take place. When these objectives are not addressing students' problems, some form of needs analysis must be carried out.

There are many ways in which a professional may carry out a needs analysis, however, there is one criterion all needs profiles must include: in conducting a needs analysis, the analyst must have a clear idea of how the information collected will be used and analyzed (Robinson, 1991). In the context of an English Communications for Building module there is no evidence that a needs analysis of any kind had ever been properly researched (Interview, Tim Boswood 20/8/92).

Being that the framework for a module in English Communication Skills for Building was set up in committee prior to ever meeting the students, there seems to be a gap between the theory and practice of designing a module curriculum. What had been accomplished in the module planning committee meeting was a "informal analysis of possible student needs... after which objectives were set, a syllabus designed... prior to meeting the actual students... only the materials have since been revised" (Interview, Tim Boswood 8/20/92). Seemingly, a needs analysis was ever completed; only objectives and a module syllabus loosely framed before the students were even met. Moreover, no form of evaluation, to establish what the students' needs would be at the beginning of the module, was ever carried out; only an attempt to redesign module materials (Interview, Tim Boswood 20/8/92).

Thus, there seems to be a gap between the theory of what entails a comprehensive needs analysis and what was originally attempted in and outside of the module planning committee. Furthermore, it is not clear as to where the original module objectives were derived from, ie., whether in committee or by an individual (Interview, Tim Boswood 20/8/92). What can be said is that a minimal investigation of the students' needs was undertaken. Whatever came from this informal investigation was only thought of as students' communication needs in the workplace, not the classroom (Interview, Tim Boswood 20/8/92). Hence, from my preliminary investigation, I can safely say a proper needs analysis for first

year tertiary students was never attempted.

Since the needs analysis was never fully undertaken, it would seem the original module objectives should have come under question at some time during the past. However, they did not. Without the proper needs profile investigation , the module objectives remain merely educated guesses. And since the original objectives are objectives designed to fulfil the needs of what the students might be doing in their professional careers, they fail to consider the immediate language problems the students experience on an everyday basis in the institution.

As I had previously stated, the module HST0161, as it was designed in 1987, was originally designed for Building students. Since this time three new modules of study have been integrated by the Department of Building and Construction. In the Spring of 1992 (the First Cycle of this project), when I first taught the module to Architectural Studies and Building students, I had no idea of that the module was originally designed for only one group of students, Building students; I thought the material applied to all first year students.

Being given material unrelated to students' needs was similar to being given directions to meet a stranger at some unknown destination. You receive the directions; you jot them down in your own words. You step out into the world; turn left, right ,left again ....suddenly you realise you are lost. All the familiar

signs have been erased - darkness falls; your final destination still out of sight.

Or picture Charlie Chaplin in "Modern Times" attempting to adjust the never ending series of bolts on an assembly line. Soon the human is a slave to the machine and the machine becomes the conqueror of the human. The same is true of the teacher's relationship with an unfamiliar curriculum. The curriculum can be the machine permeating every aspect of the teacher/student relationship. If the teacher is new on the job or in the profession, s/he is unable to foresee the endless series of loose ends (or bolts!) which need immediate attention. Worse yet is when this curriculum has no particular relevance to the group you are teaching. Hence, the curriculum is unable to guide you to the final destination, ie., successfully carrying out the module objectives.

In this situation of being told an untruth, ie., being given a syllabus that has no value for the students you are teaching, and not realising because it had been given , my personal fear was that my background in ESL and two years prior teaching experience where limiting me by being unable to properly address the students' needs. I was failing them. The class atmosphere was falling apart. I was losing much face in their, and my own, eyes. I worked many hours developing new material perfecting it over the three different classes and constantly making adjustments to the material I was initially given. However, there were just too many wrong turns, too many bolts to adjust. What are the

students' attitudes towards learning to communicate in English going to be after faced with an absurd situation such as this?

Prediction of Student Needs

I believe the intercultural experience of first year Higher Diploma students will be the main focus for the HST0161 class as this focus can help them more rapidly adapt to the new setting. The students will be able to become less concerned with being outsiders as an insider (the teacher) is directly aiding them in adjusting to the institutional setting. Learning how to better comprehend discourse in this new setting will also be beneficial, as it becomes less of a concern it will allow students to focus on the work at hand, ie., taking notes in a lecture, or comprehending its main points.

Unfortunately, at this stage in developing a curriculum for all first year Higher Diploma Building students, I do not have either incoming first year nor outgoing second year students to discuss their actual needs in, or expectations of, first year Higher Diploma classes. Therefore, until the situation presents itself, I am merely able to predict what the students' needs will be in order to be successful in their class work. When the opportunity presents itself however, I will be sure to be the one who first opens the discussion.

NEEDS ANALYSIS

Student Background

Since the students native language is Cantonese and English is their second language, there is little exposure to English at home (Pennington, M.C., Ball, J., Detaramani, C., Poon, A., and Tam, F., 1992).

In terms of their educational background, students will be coming from secondary school where instruction is in a mixed-mode of Cantonese and English: English being the language of texts and examinations and Cantonese the language of the classroom (Guthrie, 1984; Johnson, 1984; Lin, 1990).

Furthermore, Cantonese is spoken in most societal contexts (Lord and Tsou, 1985). Specific to CPHK students, Walters and Balla conclude that even though "students feel that extra English classes would be valuable...(they) are not prepared to do very much about it" (p35). However, students do feel that studying in English can enhance their job prospects (Walters and Balla, 1992). This finding is very similar to a survey carried out by another team of CPHK researchers in that students at CPHK are said to have a higher extrinsic than intrinsic motivation to learn English, but have an idea of its immediate importance in their academic studies and future importance in the working world (Lin, Detaramani, Yeung, and Wong, 1991). Although some enter the Polytechnic

with English standards below the levels normally required of the average foreign student studying in the United States, entering CPHK students do not come to tertiary level education to learn English. They are enroled in Higher Degree programs to learn a trade. This is an important factor when considering students' language needs and motivation.

In Walters and Balla's research report on "English Medium Instruction at City Polytechnic of Hong Kong", their survey of English language use, the question of confidence arises several times. In responding to questionnaire statements, such as, "I ask fewer question in class when I have to use English rather than Chinese" and "I participate more in discussions when they are in Cantonese rather than English," students point to the fact that they are "not completely confident...though they are not completely deterred from it" (Walters and Balla, 1992 p21). Other statements pointing to students' lack of confidence when using English where, "studying in English makes it very difficult for me to understand the material covered," and "all instruction should be in Cantonese so that I can understand the work better" and "after a lecture, I ask my fellow students to explain the difficult points to me in Cantonese (p16-7)". Walters and Balla summarize the findings of this section by saying "the results indicate that although the majority of students feel that they do understand the work, their confidence is not complete" (Walters and Balla, 1992 p17). In their section "Confidence in Language Use", Walters and Balla conclude:

With all this success (passing grades), students should be expected to have a positive feeling about their own language (use). However, a very small percentage perceive their English as being of a higher standard than that of their peers. Although most students feel that studying in English does not interfere with their ability to study effectively, they do not have a very high opinion of their ability (p34).

Discussions and Interviews

As a method of analyzing student needs, I have approached several lecturers in the Building and Construction Department in order to have a clearer picture of the difficulties lecturers have teaching first year tertiary students.

Report on a Discussion with a Building Lecturer 15/8/92

Since this information is confidential, the lecturer will not be named. From our discussion conducted August 8, 1992, I was able to better comprehend the problems of both staff and first year students. The following are my thoughts on the informal discussion.

It was interesting to hear a native Chinese perspective on teaching Hong Kong tertiary students. From what I gathered from the conversation, my gut feelings about students needing to become more familiar with the multi-cultural aspect of the institution was correct.

The lecturer reported that the most difficult aspect of teaching was when a student would come into his office, especially prior to exam week, and ask a question that would have been more appropriate to ask during or after the lecture. Even more frustrating, the lecturer said, was when this student conference would be followed by yet another student asking the very same question! At this point I asked the lecturer if he would be willing to have a conversation with me or come into my classroom for the purpose of discussing his expectations of student behaviour in a lecture. In this way I thought we could demonstrate to these often passive students that it was alright to speak up if they did not understand; no matter how culturally unacceptable it was. However, from this writer's cultural point of view, that of an American university graduate, asking questions in a lecture would be expected, even if you wished to challenge the lecturer on a point would be culturally acceptable behaviour. For the Hong Kong Chinese, however, it is not culturally acceptable behaviour. How can you change years of cultural conditioning? There are limits to changing behaviour, especially in a ten week period with other issues to address. In this situation I believe some things are not feasible to attempt to change. However, when I asked the lecturer if he would be willing to have the students ask questions of him in Cantonese, their lingua franca, during the lecture, he was not open to the idea for fear of repercussions within the institution, ie., he could lose his job if complained about for using Cantonese. Interestingly, this was his main concern. It seems a colleague had used Cantonese heavily in his lectures, a student complained and he

was told to forgo this practice. However, I could not help but feel he longed to speak to the students in Cantonese in lectures. He discussed his own problems speaking in an L2 in front of Cantonese students. Clearly, his ability to communicate in English did not add to his confidence speaking to students.

What is happening here is basic survival skills. You teach what you are told to teach, ie., the module you have been assigned - your speciality. You assume that all the students have understood. You test what you have taught. You play the game and play by the rules or else you are in danger of feeling the strength of the Leviathan, the institution. You must conform to these rules.

Clearly there is much role confusion on the part of teacher and student that stems from this awkward situation, ie., Hong Kong tertiary institutional education - English as an Imposed Language. In this one case particularly, the lecturer expects student questions to be addressed in the lecture theatre in English. The students must be confused because they are observing a Chinese person speaking in English, but they wish to respond to him in Cantonese which is not acceptable behaviour in a lecture, especially in front of fellow students (or else they would be perceived, as friends and students have told me, to be "showing off"), hence the many student conferences in the shelter of the lecturer's office in their lingua franca, protected from the formal institutional setting of the lecture theatre; protected from the Leviathan.

Course Coordinators Views of Students' Needs

As a way of analyzing student needs, I have approached the two Module Coordinators in order to have a clearer picture of the difficulties students have in their first year of study.

Interview: Building Course Coordinator, Mr Norman Devall

The following is a summary of a discussion with Mr Norman Devall, Principal Lecturer, Division of Technology.

(a) What will be new for Hong Kong students in the cultural setting of CPHK?

I believe being lectured to in English will be something that the students will have to adjust to in order to be successful in this institutional setting.

(b) What will the students have to learn in order to move from being outsiders to insiders within the City Polytechnic Community?

Students will have to become familiar with using the various facilities offered by the Polytechnic.

(c) When do the students communicate in the English language?

English is a language of the School or Work. It seldom is used outside these places.

(d) In what types of situations will the students confront English in the institutional setting?

Students will listen to ex-patriate or Hong Kong locals give lectures. Students will read texts. Students will communicate with ex-patriate lecturers and sometimes in English language tutorials with each other.

(e) What new types of writing will the students encounter during their first year of study?

Students will write lab reports during the first year. However, this should be no problem for HST0161 students as they are required to take HST0201, Experimental Technical Lab Report Writing, prior to HST0161.

(f) What new texts types will the students be reading?

Students will read sub-technical student texts as part of regular module work.

(g) What new listening situations will the students be faced with?

Students will have a majority of classes/lectures in English. HST0161 can be made more relevant to the students' needs by addressing academic situations which the students find difficult. The

setting of the lecture theatre may be analyzed in terms of listening comprehension, ie., how can students become more capable of understanding the main points of a lecture. Since comprehension of these lectures is crucial for academic success, listening comprehension should be a partial focus of the students HST0161 module work.

(h) What new L2 speaking situations will the students confront during their first year of study?

Students will communicate with local and foreign lecturers in English. It is important that students ask questions of their lecturers to clarify information. Students will also be asked to give oral presentations as part of their regular module work. Student practice of oral presentations in some form should prove fruitful.

Interview: Quantity Surveying Course Coordinator, Mrs. Ellen Lee

The following is a summary of a discussion with Mrs. Ellen Lee, Senior Lecturer for the Division of Technology.

(a) What do you feel are first year students' language needs?

Being able to listen to and speak in English is important.

(b) What do you feel are the first year students' weakest areas of communication?

Listening and speaking in an academic setting are the students' weakest areas. For first year students this class could focus on reinforcing English that they already know in order to bring them to their second year where the focus should change to more ESP technical communications.

(c) What are the students weakest areas in terms of study skills?

Taking notes in lectures is an area that must be worked on in order for the students to feel more successful academically. Most often students are provided with notes during lectures. However, these notes are minimal in that they must be reinforced by readings on the topic chosen by the lecturer. Maybe some background reading for the lectures could take place in the students' English module.

Summary of Discussion

From the discussions, academic listening and speaking activities will be two new areas in which to focus on when considering module content.

Profile of Communication Needs

Participants

All participants are native Hong Kong Cantonese speakers with English as a second language. Although students have not been assessed directly concerning their language ability, they have had in many cases over thirteen years of English language instruction. Another factor to consider here is the students' age which can run from seventeen to any where in their mid-twenties.

Purposive Domain

Students will need English for academic purposes (EAP), and Science and Technology purposes (EST). Students must listen to lectures and use English when giving oral presentations or communicating with ex-patriate lecturers. Written assignments will also need to be carried out in English. All module texts will be in English, as well as notes lecturers will hand out to the students prior to the lecture. English will be used more often than Cantonese in their lectures as well as in their tutorials (Walters and Balla, 1992). While English is more often the mode communication and instruction, it will seldom be spoken outside the classroom (Walters and Balla, 1992). However, it will seldom be spoken outside the classroom, unless when prompted, ie., informal/formal discussion with an L1 speaker of English who is unable to communicate in Cantonese.

Setting

Students will be exposed to English in the academic setting of a Polytechnic in the British Territory of Hong Kong. In general Hong Kong is a very status conscious, hierarchical society. This aspect of society is very much a part of the academic environment of the Polytechnic , as well as student-teacher interaction.

Over the period of ten weeks, students will take thirty hours of English class, ten of which are language lab. Contact hours between tutor and students will be a maximum of three hours instruction per week.

Interaction

First year tertiary students will interact with ex-patriate lecturers and tutors in English in formal academic situations. In their interaction with lecturers, students will be very aware of social as well as the native-non-native aspect when communicating. Seldom will students confront a non-native speaker of Cantonese with a question, concern or problem.

Dialect

Students will be exposed to many different dialects of spoken English: Hong Kong Chinese, American, British, Indian and Sri Lankan.

Target Level

Target level is a controversial aspect of teaching EAP/ESP modules at CPHK. Since there are no demands on the students to achieve a specific level as would be expected in an ESL context, there is little to no motivation which to improve individual ability to communicate in the target language competently. Unfortunately, there is not any given target level for the students to achieve.

Instrumentality

Spoken: Receptive

Lectures (to be heard, to be written)

Tutorials (to be heard, to be written)

Productive

English Tutorials (to be spoken, to be heard)

Written: Receptive/Interpretive

Lectures: to be read, eg., notes

Tutorials: to be read, eg., lab reports

Productive

Lectures: to be spoken, eg., questions

Tutorials: to be spoken, eg., oral presentations

Communicative key

The following is taken from Munby's, "Communicative Syllabus Design" (p102) to set the tone of the L2 target events.

Listening

Target Event: Lecture

Formal- punctilious, stiff, conventional

Speaking

Target Event: Discussion with and asking questions of an ex-patriate lecturer

Formal- punctilious

Respectful- reverential

Authoritative- official, didactic

Fearing- timid, apprehensive

Reading

Target Event: Textbook

Formal- conventional

Willing- helpful

Authoritative- official, didactic

Writing

Target Event: Laboratory report

Formal- stiff, conventional

Cautious- guarded, careful, discreet

NB. Laboratory report writing is covered in HST0201.

Module Rationale

HST0161 should focus on developing the students' listening and speaking skills in an EAP context, introducing them to the cultural, inter-cultural, and cross-cultural aspects of tertiary education within the City Polytechnic. In this way, the module will act as a bridge between the secondary school model of education and the CPHK tertiary model. Also, in order for the first year students to make the transition to second year, they must become more aware of what will help them in their further studies. Thus the students should be given the chance to build their confidence using their L2 by shifting the previous secondary school focus of accuracy to fluency.

As a new member of the discourse community, despite their previous studies in English, students will have had little or no exposure to formal monologue mode of listening (Flowerdew and Miller, 1992 p6). Furthermore, as second year and third year students are accommodated less and less by lecturers, ie., handout notes on the lecture are not always given prior to the lecture, it would be most beneficial

to both English departmental and Division of Technology teaching staff to develop the first year students' ability to feel more confident in listening to spoken English in the context of academic lectures. Lecturers can be videotaped in short segments giving an upcoming lecture. Students and tutor can analyze the lecture by focusing on lexis, or paralinguistics to see what the lecturer is doing to mark the main ideas. Reading texts can then be used to reinforce the students' comprehension.

Another need stems from the eventual presentations students will make in their second year of study. As a way of developing students' confidence to carry out this inevitable task, HST0161 can offer students more practice speaking English followed by a time in which the students could reflect on and monitor their personal ability to speak English in the context of oral presentations. The second half of the class can be a speaking workshop where the students can develop a topic of their choice and video tape. Students can work in groups to assess the video in terms of its effectiveness of conveying a message to the listener. An open forum can also be arranged so that students can ask questions of a lecturer.

Another important reason for a complete revision of the module is that the other English module first year students must take, ie., HST0201 Writing Technical Lab Reports, is narrowly focused on writing technical lab reports. Therefore, it is unnecessary for two first year modules to be so narrowly focused on technical

writing. Rather there is a greater need for one of the first year English modules to have a wider approach to address students' immediate concerns using English in the discourse community of CPHK.

Teacher Roles

The concept of teacher roles is fairly new to me. Often in teaching three different service modules for three different departments in one term, I was without a clue as to the various roles I was taking on in the classroom. I merely saw the classroom in terms of the various learner roles students were asked to adopt in order to carry out a task or assignment. Culturally this can be very confusing for both the teacher and student.

I believe that the role of an ESP/EAP teacher is far more complicated than any teaching I have previously been exposed to. Students are similarly confused as to the role of an ESP/EAP teacher, and thus a conflict of content and language arises. In dealing with first year tertiary students the teacher's role can be further obscured by the students expectations of an English classroom and all the past ideas of English class that comes along with it, eg, memorizing reams of vocabulary; a very sticky situation for an ESL teacher struggling with teaching technical report writing that he himself has never attempted. A teacher can quickly feel the strain and confusion produced by such a stressful situation funnel into his teaching. You can circumvent important issues that the students may

need to address simply as a survival measure. I have reflected on how the redesigning of this module, to become less ESP and more EAP, fits my background as an ESL teacher. I am not comfortable when not confronting my teaching roles with a sense of honesty, edified by a personal belief that the curriculum, and material will be able to make a difference in the students' learning. I believe student learning in an EAP/ESP module within City Polytechnic should have direct results on the students' ability to succeed in their various disciplines.

Being service modules, curriculum should not merely be product oriented, ie., filled with busy work for the students that may or may not have any relevance to the students' module work or their eventual lives outside City Polytechnic. A teacher's role in teaching service modules should be to act as a mediator, confidant and motivator.

As Motivator

First and foremost with communication modules the teacher must discuss the problems the students have had in the past learning English. Secondly it should be explained to the students that this class is only a start, ie., only ten short weeks, at helping them to become better communicators in English. The rest depends on their own motivation to learn the language. If they can keep the long term in mind, they will be much more successful in the future.

Generally speaking students must also be put at ease to allow a free discussion of past problems learning English. If the students are too shy to discuss their difficulties, they could write their feelings in a language journal.

As Mediator

The role of mediator is suggested to help break down the students' cultural expectations of the teacher. The teacher should be an authority as well as being able to bridge (mediate) between the students' and institutional culture. Teacher and students can explore the institutional culture through the module work assignments, eg., a video assignment to directly help them to become more familiar with their surroundings. Using acquired professional skills and a knowledge of target culture, the teacher can investigate the communicative demands of the target culture, ie., the institution, and mediate the demands of the target culture to the students.

As Confident

So often students believe interaction with a teacher has to be formal. However, language is not always best acquired in such settings. There must be a free exchange of ideas between tutor and students. A rapport must be established with the students so that

channels of communication can be opened. If students do not feel as if they can approach their teacher, how successful, or effective can I possible be as

communication teacher?

Module Proposal

In offering this proposal, I seek to integrate aspects of the needs analysis into a revised HST0161 which better addresses the needs of first year Building, Architectural Studies, Building Service Engineering, and Quantity Surveying students. In this way, HST0161 has been developed to help first year students make the transition from your previous school to City Polytechnic.

Module Goals

(1) **To develop students macro and micro lecture listening comprehension skills.**

Purpose: Aid students' ability to comprehend main points of a lecture; Understand the speech patterns of native speakers.

Text Types: Video tape of lectures

Approach/Material: Students will view lecture videos and complete listening tasks.

(2) **To develop speaking skills/strategies.**

Purpose: Aid students in carrying out oral presentations; Develop presentation skills.

Text Types: Self-Recorded Tasks, Problem-Solution Video

Approach/Method: Students will record themselves and receive feedback.

(3) **To provide an opportunity/forum to develop students inter-cultural awareness.**

Purpose: To develop knowledge of the cultural differences between speakers of English; develop and encourage self-expression in an inter-cultural situation; help interact with non Chinese speaking lecturers

Text Type: Lecture Videos

Approach/Method: Students will listen and observe video of a lecture. Student will partake in a student/teacher Question/Answer Session. Students will comment on behaviourial aspects from a video of a lecture.

(4) **To develop student's ability to think in an abstract/analytical way through problem solving.**

Purpose: Develop students' ability to monitor self-learning.

Text Type: Student Journals, Problem-Solution Video

Approach/Method: Students will write in journals, Students will complete a Student Video Project solving an existing problem

in CPHK.

Strategies Students will Utilize

Self-Monitoring: an attempt to generate authentic material surrounding the making of a presentation through Journal writing. The pedagogical purpose of the journal would not only be to monitor first year students' personal difficulties speaking a L2, but to allow students to monitor their own use of English.

Data Gathering: Students will gather materials necessary for successful completion of Video assignment. The reason to develop such strategies is so that students will become familiar with the library research facilities of CPHK.

Module Aims

(1) Students will demonstrate confidence as listeners of L2 lectures.

(2) Students will demonstrate confidence in L2 oral presentations.

Module Objectives

(1) Students will comprehend the main points of a lecture.

(2) Students will successfully produce a group video presentation.

(3) Students will successfully practice an individual short presentation related to their video project.

(4) Students will express personal views on their awareness of their ability to

use the target language by completing journal questions.

List of Activities

(a) Students will analyze lectures through listening activities.

(b) Students will research a CPHK building problem.

(c) Students will prepare a video about the problem.

(d) Students will complete Self-Recorded Tasks.

(d) Students will respond to teacher's questions in a journal.

Module Overview

The three major areas of concern in HST0161, ie., listening to lectures, problem-solution video, and self-recorded tasks, have been developed to help students to become more confident speakers and listeners in a L2.

The focus of listening to lectures is to challenge students to become a more **active listener**. Students have two choices when faced with a difficult listening situation at the Polytechnic. Though they may not always be able to comprehend 100% of what they hear in a lecture, students must understand listening as confidently confronting what you do not understand in an active way. Thus when they fail to understand something in a lecture, students must feel confident enough to ask questions so that they will understand what is being said. In this way, students will begin to realise that a good listener is one who understands when more

"specific information is required" (Brown, 172). Thus in order to comprehend, activities will be designed to demonstrate that native speakers and second language speakers of English do not always understand 100% of what we hear, but we both can realise when we need more information. How can one become more confident in asking for this information will be one area in which the listening tasks will focus.

For the video project, HST0161 is challenging students to interpret the physical environment of CPHK in terms of their chosen field of study, ie., Architecture Studies, Building, Building Services Engineering or Quantity Surveying. The video project is offered to help develop critical thinking skills necessary for future studies and the workplace. The project is also the culmination of weeks of practising their presentation. In researching their video project, they will also learn to use many of the resources of CPHK which they will be using over the next three years of study. This not only includes library resources and Electronic Technology Centre, but human resources as well.

The self-recorded tasks have been designed to make students more aware of presentation techniques used to capture an audiences' attention when delivering a formal presentation. During these sessions in the language lab students will work little by little on creating an oral presentation based on the problem-solution video project. From practising via the self-recorded tasks, students will be able to

demonstrate their ability to give an oral presentation in English with confidence.

Assessment

Assessment for this module is 80% module work, 20% final examination. Students will be expected to complete two listening comprehension assignments in class, one group video project and six of the eight Self-recorded Tasks (SRT). If students are absent for more than seven contact hours, they will not be allowed to pass the module.

Assessment	**%**
Listening Comprehension 1	**20**
Listening Comprehension 2	**20**
Group Video Project	**30**
Self-recorded Tasks	**15**
Class Participation	**15**
Total	**100%**

Listening to Lectures

The first of the listening quizzes will be completed in week 4, the second in week 8. Students will be asked to complete a listening task while listening to a lecture. Students will be assessed on ability to comprehend the main points of a lecture and its key words.

Problem/ Solution Video Project

The problem/ solution video project will be assessed on students ability to solve an existing problem of some aspect of the building using their technical

knowledge. The students' problem/solution video will be assessed using the following criteria:

(a) Ability to Analyze a Problem

(b) Ability to Communicate the Problem

(c) Ability to Analyze a Solution or Non-Solution

(d) Ability to Communicate the Solution or Non-Solution

Self-recorded Task

The Self-recorded Task (SRT) is designed to improve students ability to communicate information in English. The SRT will help them to practice their video project presentation techniques as well as help students gain a better understanding of presenting in an L2.

At the end of each SRT, students will be asked to respond to a question given by the tutor. Students will write their response in a note book or "journal". After they respond in the journal, the tutor will read their comments and respond to the comments, not as a teacher, but as a reader. This means that their writing will not be corrected or graded, but read.

Class Participation

Class participation will be assessed in terms of students' attendance, participation and performance in class activities.

Teaching Approach/Methodology

In developing a teaching approach for HST0161, the students must be viewed as having a good foundation in basic academic skills and well-developed views on education, especially secondary education. The following are some other aspects of the teaching approach which come directly from the Australian National Centre for English Language Teaching and Research, Study Skills for Further Education, 1990 (p3).

* Authentic language data should be used whenever possible.

* Learners should be encouraged to develop independent learning skills.

* Module activities which facilitate learner reflection on the nature of language should be devised.

* Tasks and language data should be reworked and recycled as needed because learning is an organic rather than a linear process.

* The module should teach learners to do what they need or want to do in the target language.

Teacher Working Outline

Week 1

Introduction to English Communication Skills

Cultural Introduction to CPHK Discourse Community

Introduction to Module HST0161

Materials: Teacher Training Video, Video Machine

Note: Students must buy a class notebook and one audio cassette tape.

Week 2

Pre-Listening Warm-Up Activity

Listening to Lectures: EAP Listening Activity # 1

Post Listening Activity Follows

Introduction to Self Monitoring

Self-Recorded Task (SRT) Activity # 1

Student Journal Entry Follows

Materials: Lecture Video #1

Week 3

Pre-Listening Warm-Up Activity

Lecture Listening Activity # 2

Introduction to Problem-Solving Video Project

Self-Recorded Task (SRT) Activity # 2

Student Journal Entry Follows

Materials: Lecture Video #2

Week 4

Pre-Listening Warm-Up Activity

Lecture Listening Activity # 3

Video Project Development Preparation Activities

Self-Recorded Task # 3

Student Journal Entry Follows

Materials: Lecture Video # 3

Week 5

Pre-Listening Warm-Up Activity

Lecture Listening Activity # 4

Problem-Solution Video Project Development (Shooting a Video)

Self-Recorded Task # 4

Student Journal Entry Follows

Materials: Lecture Video # 4

Week 6

Pre-Listening Warm-Up Activity

Lecture Listening Activity # 5

Problem-Solution Video Development (Editing a Video)

Self-Recorded Task # 5

Student Journal Entry Follows

Materials: Lecture Video # 5

Week 7

Pre-Listening Warm-Up Activity

Lecture Listening Activity # 6

Problem-Solution Field Work

Self-Recorded Task # 6

Student Journal Entry Follows

Materials: Lecture Video # 6

Week 8

Posing Questions in Lectures

Student/Teacher Conferences

Self-recorded Task #7

Student Journal Entry Follows

Week 9

Problem-Solution Video Presentations

Student-Lecturer Forum: Question and Answer Period

Self-recorded Task #8

Student Journal Entry Follows

Week 10

Student/Teacher Conferences

Teacher Working Plan in Detail

Week 1

*** Introduction to English Communication Skills Module**

Objective: To demonstrate the difference between tertiary and secondary discourse communities.

(a) Event Schema - What the students expect an English class to be from past experience versus what one expects the class to consist of in terms of focus, ie., not grammar but comprehension. Norms of Expectations, Role Play of Different Student/Teacher Relationships (Outsider/Insider) Student Expectations of Teacher's Role(s) Teacher's Expectations of Student's behaviour

*** Cultural Introduction to City Polytechnic Discourse Community**

Objective: To introduce students to the cultural community of CPHK.

New situation/New Game Discussion of students expectations from

Western and local lecturers. Terms of Address in Chinese Culture versus Western Culture...

*** Introduction to Module HST0161**

Objective: To introduce students to module HST0161

Explanation of listening activities surrounding Lectures have been developed. Speaking activities have been developed for you to monitor your own ability to communicate in English. You will do this through an activity in which you will respond to a journal question. The main activity will be a Problem-Solution Video that you will produce in groups which will begin week 3.

*** Introduction to Language Lab**

Objective: To introduce students to English usage at CPHK. To make students familiar with journal writing.

(a) Self-Recorded Tasks

The third component of this module will be Speaking.

Discussion of speaking and how students will be using English to speak with ex-patriate lecturers.

(b) Journal Writing

Task: On a sheet of clean paper or a class notebook, write a paragraph or two about the following:

"What has been your experience speaking English, in school?, on the streets? With friends? Do you know/use any "fun" English words or phrases when you speak?

Week 2

*** Listening to Lectures: an Introduction**

Objective: To develop students' awareness of the listening activities they will be doing in HST0161

Pompidou Centre

Warm up

Pass around copies of photos of the centre.

Discuss what students see...

What is different about this building than other buildings you have seen?...

What do you think of this building?...

Prelistening: Place key words/phrases on white board

Tell students that they have two tasks to do while listening to the tape.

1) Note down the factual information the speakers give about the building,

eg., size, colours, materials used and functions.

2) Make note of how the speakers feel about the building- do they like it? Why do they like it? Why don't they like it?

*Play tape once straight through. *Repeat *Have students compile answers in groups of three. Elicit students answers and place them on the board. *Elicit their answers on the white board and then play the tape one more time.

***Introduction to Self-Recorded Tasks / Journals**

Objective: To help students develop an awareness of how a native speaker of English speaks.

The idea that English takes much energy to speak is very important and therefore should be discussed. Explain that you will show them a way in which they will be able to conserve their energy when using English, ie., stress.

***Self-recorded Task #1 "Presenting Presentations"**

On a piece of paper, write some personal traits/characteristics which feel other people should know about you.

SRT: Using your list of personal characteristics, pretend you are introducing

yourself to a new friend.

***Student Journal Question Entry # 1**

What are your biggest difficulties when speaking English?

If you could, how would you like to solve/overcome these problems?

Week 3

***Listening to Lectures #1**

Objective: To demonstrate how key words can aid comprehension of understand main points of a lecture. To demonstrate how background knowledge can aid comprehension of a lecture.

"Listening for Main Points"

Pre-Listening Warm-Up

(1) On white board list vocabulary or write a few words from the script on overhead transparency (OHT) to imply lecture students are about to hear.

(2) Students work in groups of three to predict, figure out what lecture they are about to watch with a summary of the lecture.

(3) Groups present their conclusions

While-Listening

Activity #3 Lecture Note Taking

Focus on information in introductions

Post-Listening Activity

Information Gap exercise

Information Gap exercise will be done individually. Students will compile their notes and compare them with a peer's notes.

Post listening Task 1 What's the Point

Presentation/Directions:

(a) Find a partner

(b) Decide who is speaker A and who is B.

() Speaker B tells A what the main points were.

(d) Speaker A tells B " " " " " .

(e) Were there any differences in the main points?

Post listening Task 2

How does the lecturer "package" the main content, delivery of material (draw a diagram of flow of information?)

Groups report summary of the main points on paper

*** Problem Solution Video Project: an Introduction**

Objective: To motivate students to produce a video based on an existing building problem within CPHK.

HST0161 Student Handout

For this Video Project, your team (3/4 members maximum) will be responsible for producing a 10 to 15 minute video on solving a problem with the existing design, site, structure, or use of material.

A thorough discussion of the problem must be presented coherently, followed by your team's solution(s) to rectify the problem.

Assessment (40%)

Your problem/solution video will be assessed using the following criteria:

(a) Ability to Analyze a Problem (10%)

(b) Ability to Communicate the Problem (10%)

(c) Ability to Analyze a Solution or Non-Solution (10%)

(d) Ability to Communicate the Solution or Non-Solution (10%)

Logistics

* The time table for use of the camera will be available one week prior to the

start of production. * The time table will be passed around in class. * One camera will be available all day Friday and 9-12 on Saturday from the Electronic Technology Centre (ETC). * All videos must be filmed during this time. * The camera can be obtained from the ETC only for the time booked. * Not handing in the camera to the ETC will jeopardise the progress of others so please be considerate and hand in the camera on time.

Use of Camera Guidelines

* One group member must leave his CPHK identification card with the ETC staff when checking out the camera. * All team members are equally responsible to insure the camera is not damaged.

Nota Bene: As I am ultimately responsible for the camera, please use extra care. Thanks!

Solution?/Non-Solution?

Do all problems have solutions?

Researching a Problem

What resources does CPHK have that can help you in you research?

Data-Gathering - In groups student will brainstorm possible sources where

they can research information.

Human Resources - Preparation Questions Students are given the name and title of a person who they are to interview. In their group they will brainstorm general or specific questions to ask the interviewee.

Shooting a Video: brainstorm techniques for presenting information visually...

Operating a Camera: bring in three cameras and video tape so that various groups are able to have fun creating a short feature.

Project Development Preparation Activities

#1 Groups go out and interview various resource people who would be willing to talk with students. In groups students locate and interview several people about problems with either transportation circulation or Human/Transportation circulation or fire safety existing in or outside the building.

***Self-Recorded Task #2 "Presenting Presentations"**

Objective: To help students practice organising an introduction of a presentations.

Using a topic you are familiar with, eg., a Chinese holiday, give a short presentation. In planning, consider your audience (foreigners) and base your introduction with this in mind.

***Student Journal Question #2**

What presentations have you given in secondary school? What types of problems have you had in giving presentations in the past? What is your biggest fear in presenting information in a foreign language such as English?

Week 4

***Listening to Lectures #3**

Objective: To develop students' ability to anticipate content To help students become more active listeners

Pass out copy of handout to obtain scores from HKCEE's.

Predicting while listening

Purpose: Predicting will give you a framework for you to better understand a lecture

Active vs. Passive Listening

Task 1 Forefronting your ideas

Show the still image of the lecturer... What topic will the lecturer be speaking

about?

Students ask each other questions... Students write down questions they have about the topic...

What would you like to learn about the topic... write down any statements/questions about the topic...

What are some things you think the lecturer will discuss?

Task 2 Post lecture questions

Did the lecturer answer your question?

If yes, write down what you think he said...

If no what did he talk about? Was it all important information....

Did having a framework help your listening?

NB. Listening must have a purpose for you...you are not merely listening passively but listening for key information...active listening leads to better comprehension...

***Problem/Solution Video Project:** Development Preparation Activities

Objective: To build background knowledge of giving presentations

To develop students analytical skills when faced with a problem

To aid students in developing background knowledge for the project

Exploring Building Circulation/Fire Safety Problems

Group Work: From diagrams and floor plans of the fifth floor of CPHK, students will prepare a short five minute presentation following the criteria listed below:

(i) brainstorm and note down as many ideas about the plan as you can

(ii) decide how much information you can convey in five minutes

(iii) organise the information you wish to convey

(iv) make sure there is an introduction and a conclusion

(v) how could you visually represent this information (brainstorm)

Tutor answers question and offers feedback to groups

Students retain information for the eventual video of their presentation

***Problem/Solution Video Project**

(1) What is the topic of your report?

(2) Who is the report for? Who will watch it?

(3) What is the purpose of the report? (Write a sentence or two)

The purpose of this report is to...

(4) Write some background information that you feel is important for the reader to know.

(5) What are the main points you wish to discuss?

(6) What are your conclusions?

Make a list...

(7) How would you recommend solving this problem?

NB: Have students complete and hand the answers to these questions for the next class.

***Self-Recorded Task #3 "Presenting Presentations"**

Objective: To aid students ability in introducing and organising topics in presentations. To build students awareness of personal difficulties when speaking.

English

Students enter class with an outline of their video presentation introduction as dictated from the previous class. Students practice giving the presentation on tape. Teacher collects all tapes and listens to each one offering appropriate feedback at the end of the student's presentation.

***Journal Question #3**

In terms of giving an oral presentation, what can you do differently in the **Problem/Solution Video Project** than you have done in previous presentations?

Week 5

***Listening to Lectures #4**

Quiz #1

Objective: To assess students' ability to understand keywords and comprehend information in an extended listening exercise.

Directions:

(1) Pass out copies of the script. (2) Go over any words or ideas you feel will prove too difficult for the listeners. (3) Allow students to look over the comprehension questions and ask questions of any words they do not understand.

***Problem-Solution Video Project Development**

Objective: To aid students in organising information for a presentation

Follow up from last weeks activity of writing initial information on the topic

In groups, students plan action sequences of video for preliminary shooting of footage to match the handout from last week.

***Self-Recorded Task # 4**

Objective: To develop awareness of how presentation techniques can be used * To practice using the technique in context of an on-going presentation project * To write about past presentations and how the new problem-solution presentation will be different.

Stating a Point

Using the following example as a guide, present the following point to the class.

Stating a Point

"Howling Wolf was one of the greatest 'blues' singers ever."

Emphasizing the Point

"He did not sell as many albums as Elvis Presley. However, Elvis and many other singers were influenced by his songs.

Giving an Example

"One of Howling Wolf's songs, 'Little Red Rooster', has been recorded five times in the last twenty years!"

After you have completed stating the three sentences, place an overhead transparency with the three sentences on the overhead projector.

SRT: Have students write one main point from their video, emphasize it, and give an example on audiocassette.

***Journal Question #4:**

What do you feel is important about emphasising an idea and giving an example of it? In what situation would you use this strategy? Do you use it every time you speak?

Week 6

***Listening to Lectures #5**

Objective: To build students' awareness of how lecturers use lexical phrases to make transitions in a lecture

Focus on commonly used lexical phrases which mark transitions from one section to another (topic shift) - how does the speaker use them; identifying breaks/catch up points to compartmentalise what has been understood or to recognise the point at which to make a fresh start, ie., come up for air after a period of incomprehension.

Warm-up Activity

Students read a short extract of a scripted talk and attempt to identify breaks/ catch up points or make a fresh start in conveying

information.

Listening Task

Students will complete a cloze exercise of a scripted video focusing on lexis to mark transitions.

Post-Listening

Students compare results with a partner.

***Problem-Solution Video Project Development**

Objective: To develop students ability to edit and voice over a taped video

Visit to the ETC (Demonstration) and making a Voice Over — Topics: Editing a Video

***Self-recorded Task #5**

Objective: To further develop students' awareness of presentation techniques.

Steps: (1) Introduce the OHT illustrating the technique of rephrasing; (2) Go over the concept of rephrasing in a presentation (How does this aid audiences comprehension of topic); (3) Students choose one main point from problem-

solution video and think of how they will rephrase it on audio tape; (4) Students record themselves using the technique on audiotape; (5) Students answer journal question individually.

Example: One way to make the main points of a presentation clear is to **rephrase** them.

***Rephrasing** means to repeat an idea using different words.

Examples:

(a) The blues had two important influences on American rock and roll music: the use of musical instruments and the words used in a song (lyrics). In other words, rock musicians have borrowed many ideas of how music should be played and sung from blues musicians.

(b) The idea that blues music developed in the Southern part of the United States is not completely true either. Blues music was not solely an invention of the South.

(c) Howling Wolf influenced many American rock and roll singers; he influenced how rock and roll singers moved, sang, and played guitar.

After showing the students these examples, have them write an example pertaining to their video project and record the example.

***Journal Question #4:**

In terms of an oral presentation, what can you do **differently** in the problem solution video than you have in past oral presentations, ie., technical institute/secondary school?

Week 7

***Listening to Lectures #6**

Objective: to develop students' ability to recognise important information through the lecturers' use of stress.

Warm up: Students predict and circle words which they feel will be important in terms of lecture content *** Listening**: Students watch and listen to two minute segment listening for words, phrases which receive stress. *** Post-Listening**: Students compare scripts.

***Problem-Solution Video Development**

Aim: To receive feedback on progress of assignment

Student/Teacher Conferences

Fieldwork

*** Self-Recorded Task #6**

*** Attention Getters ***

You can use attention getters to focus the attention of your listeners on an important piece of information.

Read these different versions of the basic sentence below aloud:

B.B. King changed his name to achieve success.

* What BB King did was to change his name to achieve success.

* So, what did BB King do? He changed his name to achieve success.

* Remember that BB King had to change his name to achieve success.

* B.B. King changed his name. And that was crucial to his achieving success.

What words in these sentences would you stress? Draw a line under stressed words...

***Journal Question #6**

How will you use these presentation techniques in your **Problem/Solution Video**?

Week 8

***Listening to Lectures #7**

Quiz #2

Objective: To assess students' ability to understand keywords and comprehend information in an extended listening situation.

Directions:

(1) Pass out copies of the script. (2) Go over any words or ideas you feel will prove too difficult for the listeners. (3) Allow students to look over the comprehension questions and ask questions of any words they do not understand.

***Problem-Solution Video Project Development**

Objective: to allow students time in which to finish their videos and receive feedback from teacher.

Final Touches

Student/Teacher Conferences

***Self-recorded Task #7**

What we did was...

The pattern **"What + phrase + to be"** or **"What + to be + phrase"** is a common and useful way of introducing a key point. It seems to emphasise the information which follows it.

Here are some more examples:

* What I am trying to say is that he changed his name to achieve early success.
* What he decided was to change his name.
* What is really crucial here is that he changed his name.

***Journal Question #7**

Knowing your own difficulties listening to a lecture, how can you make your video presentation easier for your audience to understand? How can you make them more active listeners?

Week 9

*** Listening to Lectures**

Posing Questions in a Lecture

Objective: to introduce the students to various ways they could pose questions during a lecture

Cultural aspect of raising questions in class

Types of questions best asked/responded to

Form/Meaning/Use of Questions

Wh Questions vs. Yes/No Questions

***Problem-Solution Video Presentations**

Group presentation of video

Feedback from Departmental Lecturer and Module Tutor in Written Form

***Student/Lecturer Forum - Question and Answer Period**

Objective: To demonstrate to the students a lecturer's want to be asked questions during lectures

From questions formed in groups, student representative will present Lecturer with topic questions/ concerns from final.

***Journal Question #8**

After completing the video project, listening to lectures, and the self-recorded tasks/journal questions, how can this class be improved?

Week 10

***Group/Teacher Conferences**

In conferences, teacher will return videos, journals and discuss feedback from both the points of view of Departmental Lecturer and Tutor.

Third Cycle

Introduction

As a means of rescuing myself from the uncertainty of presenting HST0161 in its original form, I taught HST0161 to four groups of Building Service Engineers over the second time over the period of ten weeks, October to December, 1992. Two groups took the class in the morning and two in the afternoon.

From the data I collected, not everybody was satisfied with the module; there were many areas which were in need of further development - one of which was my ability to teach listening comprehension in the context of lectures. However, the Problem/Solution Video Project and the Self-recorded tasks seemed to be successful although the students reported that more handouts would have been helpful. But all this still does not address whether or not the module objectives met the students' needs.

In order to assess whether or not the module objectives met the students' needs, there are data collected throughout the term and upon completing the term. These data come in the form of student evaluation of small group teaching in the form of an interim feedback report and module evaluation. However, to better understand these data, the teaching journal will provide insights into module.

Teaching Journal

Unfortunately, this teaching journal is not the best representation of my thoughts and actions while teaching; it is incomplete. What I have failed to include are my thoughts about the Problem/Solution Video Project and the Self-recorded Tasks. This is partially due to my satisfaction with the students' enthusiasm for both the project and the SRTs and the fact that I was struggling to develop materials for the Listening to Lectures section of the module. This struggle becomes apparent when one reads through the journal entries that follow.

Journal Entry #1

I have finished the second hour of the third week and just begun to realise that the listening to lectures was much more difficult than I expected whereas the problem/solution video is very accessible though logistically still a question whether students will be able to utilize the time allotted properly.

Yesterday I did a poor job with the first class at trying to listen for main points of the lecture. All students seemed capable of uncovering the main point though some where clearly off the beat and path. I had to end the activity with out ever really convincing them of the purpose.

With the second group of students I had hastily transcribed (with mistakes) the section we listened to in the first section. I again was without a clear idea as to

the purpose. Instead of focusing on the main point I rather focused on a cloze exercise where the students filled in some key words and then underlined the words that were stressed. All seemed successful as they were given warm up and a chance to listen initially prior to the start of the exercise.

I must say that I was not convinced that I had done the proper thing in giving them something not all that well thought out. I am without an idea as to what could be done differently with them. I want them to feel it is helpful and most of all meaningful, though they only have three classes out of eight in which they have an English speaker for lecturer.

One other thing I have realised is that the students tend to do things very passively then turn around behind your back and criticize what you have just done. I'm looking for their response to the material/lesson yet I get no response positive or negative. I am unsure as to how the class actually went and therefore, feel the need to do something drastic in order to change what I have just taught into something even more questionable pedagogically speaking. 10/14/92

Journal Entry #2

Today I focused on predicting or making predictions in a lecture listening situation. I do not think the students got anything form the exercise for two reasons. One, they were unsure the reason for doing this. Two I was unclear

because I was unsure why they were doing this. And three the quality of the video and the content - neither was able to properly address the topic.

Also when I went to get feedback all the students were able to say was to repeat what I had said was important. Nothing new came of the situation. I feel I am making the same mistakes as last semester in that I am unable to receive proper feedback that can help me adjust to their needs. 10/29/92

Journal Entry #5

Today was listening to lectures and the video project. I feel my morning session went better than the afternoon session. This was due to the fact that the am class was focused and prepared for the task since I prepped them as to what would be discussed. The afternoon class was twenty minutes late. Therefore I decided not to spend as much time on warm-up.. It was interesting that in not setting up the situation as well as I had in the am, the afternoon class struggled through the whole exercise/quiz.

Yes I had to give them a quiz as the class bears credit. I also have to come up with a final exam! I have no idea what this will include or how or what I will test. I feel doomed working on the affective of such a formal topic in such a formal setting. I get too rigid also.

I began the morning class with warm-up discussing what they were about to hear

and that it may be difficult as they did not have the benefit of the first lecture as the audience in the video had. Next we went over what we had been doing over the last three weeks. Funnily the a.m. class was able to answer what we had done but the p.m. class was without a clue, as if it was all a joke (I don't agree with them but again it is a matter of motivation, ie., since the problem is not relevant at this given moment then no problem, or there is the attitude that no matter what you tell us and no matter what we will do, we are going to pass anyway. One p.m. student in all seriousness gave the feedback that he chose to read more about the topic after the lecture, whereas, I was attempting to demonstrate how the could be more active in a lecture situation by forefronting (a word to this day they will never understand probably because I do not have a strong idea of the concept) Was this just another pep talk without a purpose?

The second part was simply listening and taking notes. I started the tape and told the students to take notes because they would need them later in the class (listening for a purpose?). Next I told them to turn over their notes and handed out three sheets of transcribed monologue (a lecture). We then discussed how to detect key words in a monologue/conversation. I started the tape and they filled in the blanks. All seemed successful enough some falling behind and almost no students picking up the contracted don't. Interestingly, one group even laughed nervously as they heard it.

Next, they turned over the cloze exercise and took out their notes again. Now I could pretend that they had heard the initial lecture and begin forefronting some questions that they felt would cover the main idea(s) of this section of the lecture - giving themselves a framework to work from to comprehend the material better. Some found that their initial notes were not taken aggressively enough - back to square one. Others had a good idea of what to anticipate and this in turn helped them eventually answer the comprehension questions which I handed out at this point. Those who had taken good notes and asked some key questions were able to better answer the comprehension questions I had developed to check students understanding of the spoken text. 11/3/92

Journal Entry #6

I thought I had a good plan for Monday's class. However, It was to confusing for the students. It seems the first class was able to carry out the activity successfully but the second class in the afternoon were to tired after lunch to get anything done everything seemed a chore to them.

First I attempted to have them illicit key words on the board. What I failed to do was to write spaces for each word on the OHT. Instead I left the OHT blank and wrote the words scattered about. Even from this the first group did come up with some understanding but the second group did not. They were left very confused.

I next had them predict the information they were about to hear by pointing out the items on the lecturer's OHT. They in turn wrote down statements or questions. I had them brainstorm some of the statements or questions to show them they did have some understanding of what they were about to hear.

So they wrote down the things they had to say and I played the tape. At the end, with the second group, I didn't have the list of comprehension questions so I asked them simple questions (yes/no). They understood very little of what was said. However, the am. group was able to understand much more. I do not know why as both performed similarly on the quiz. Next week I wish to look at assimilation of words in spoken English. Wish me luck! 11/11/92

Journal Entry #7

Interestingly, I brought the whole experience of listening to lectures to somewhat of a climax with the afternoon group but to a fizzle with the morning group. One out of two ain't bad!

For the morning I could not pull it together. Either it was the group energy or my presentation or both, most likely both. Everything I said seemed to slip by the students. They could not grasp the main idea I was to present. Why I did not know. Then the afternoon came. I struggled to class after a beating n the previous four hours. I presented the information in much the same way as in the

morning but I felt the students were responding better; it must have been the energy level. The students listened as I explained what I wanted them not to think listening was and what I thought listening was. Listening is not simply key words or predicting, a native speak must respond to what he does not hear in order to better understand. After class the student asked to see a Cantonese movie. I obliged. Luckily it was a chance for me to finally model or practice what I preach. At the end I was able to do a short synopsis of the events and ask questions of the students who understood and were able to respond with clarification. 11/25/92

Results from Teaching Evaluation and Improvement Package (see Appendix C)

Interim Feedback Report (see Appendix D)

Morning Group	**No. of Respondents 22**
Value of the Tutorial	% of Responses
Of No Value	4.5%
Of Little Value	13.6%
Of Some Value	31.8%
Valuable	40.9%
Very Valuable	9.1%

Afternoon Group	**No. of Respondents 22**
Value of the Tutorial	% of Responses
Of No Value	0.0%
Of Little Value	0.0%
Of Some Value	59.1%
Valuable	40.9%
Very Valuable	0.0%

The Teaching

From the HST0161 morning group, there were 65 responses to aspects of my teaching needing improvement, whereas, there were 44 from the afternoon group. As to commendable or positive aspects of teaching, there were 88 responses from the morning group and 141 from the afternoon group.

Evaluation of Module and Teaching

Section A: The module and materials

(1) To what extent was this module successful in achieving its objectives:

Morning Group

Not very successful				Very Successful
A	B	C	D	E
0	3	10	8	0

Afternoon Group

Not very successful				Very Successful
A	B	C	D	E
0	1	11	8	0

The preceding comments are the students' unedited reasons for their responses to the above statement: * "Provide more chances for speaking English." * "What's the

objective of this module?" * "Good lecture." * "The contents of this module are not related to the course." "The contents of this module do not relate to the course." * "So far so good." * "We can easy to communicate with the lecturer." * "The lecture is very active indeed!" * "It can develop the ability of the student of communication." * "Not many knowledge can learn during the past lecture." * "Because I can learn something in this module." * " Some are and some aren't." * "We do learn something on video projects through lessons, something about communication skills improved." * "Well, I think English takes a lot of time just a few lessons in a module can't show and improve a student English. Remember it is not the fault due to the tutor. I think the student should polish his English by himself." * "I think that this module want to teach the student how to present the project and speaking English. So. it work successful." * "This module is very funny." * "So far so good." * "Interesting and freedom." * "Quite interesting in attending the English lesson now than before." *

Students were also asked to respond the question," Do you have any comments on the materials and handouts?" Their responses are as follows: * "I think the handouts may have more interesting things about the course." * "Too few handout." * "Almost no handouts and materials offered." * "Giving more materials about the course." * "Not much handout provided." * "Too little." * "More useful vocabulary are preferable." * "Too little." * "Not much handouts." * "The materials is quite interesting and enough, such as the cassette tape and the notebook. It

would be a good communicate method. The handouts is quite enough. It has some listening quiz handouts." * "Too little handouts. Although it is a language class, but I think handout is important." * "The instruction may not be sufficient to do the coursework." *

Students' responses to the question, what do you think was most useful in this module, is a s follows: * "Watch the lecture video." * "Practising English." * "A chance to communicate with foreigner." * "More chance to talk the English." * "The materials is more reliable." * "Enhance student communicating in English language lab." * "Give us more chance to cooperate with other classmates, eg., the video project." * "Giving us more chances to speak and listen and presentation in English." * "Increase the confidence when speaking English." * "Listening Lab" * "Listening to Lecturer" * "Practice of presentation" * "Skills of presentation" * "The Problem/Solution Video Project" * "Improve my English standard especially the presentation part." * "Can practice oral presentation and listening." * "Let us to have choose to more practice with other people." * "It can stimulate students to speak English." * "The note book" * "I can speak English more." * "Note book help us to communicate with teacher and express our feelings." * "Note book can help us to communicate with other people." * "I can talk more English." * "Video Project" * "I think this module is most useful. It can help me improve my communication skills."* "More chances to communicate with an foreigner." * "Lecturer through a video give us the idea of the lesson very clear." * "I think this

module can improve my speaking skill and communication." * "The speaking in the cassette tape can give us a chance to practice." *

As to the question, what do you think was least useful in this module, students answered as follows: * "Video project" * "Learning of Grammar" * "Listening to Video" * "Nothing" * "Everything is useful" * "Video Project" * "No ideas" *"The note book cannot clearly to communicate my idea" * "Listening" * "Nothing" * "I think everything in this module has the equal importance." *

Improving HST0161

From the students' response to the final journal question, "How can I, Robert, improve HST0161?", their unedited reactions are as follows.

Listening To Lectures

"In order to understand the lecture, you may give note or handout to the student." "Give information to us how to catch the main point of the lecture." "I feel I can learn more listening skill in the listening to lectures." "Listening to Lectures is no problem." "In the lectures, I have been listening English. Listening in this way has helped me feel more confident so I can improve English!"

Problem/Solution Video Project

* "In the Video Project, I think many classmate do not know the function of group

work and also its technique... Can you teach more thing about the group work project? " * "I think if we want to improve the video-project, we should use more time and enquire the professor to do this project." * "We can improve the project by taking more discussion. The lecture can give us some opinion and example during the process of planning. I think that the lecture should show us the formal format of the video, eg, the order of content." * "Give some examples project before we start." * "You can give more advice to us, such as how to attract the listener, make them more concentrate and active." * "The main problem of the video project is the use of the equipment, we haven't got enough time to make our recording and editing. I think if we have a much longer time for recording and editing, the project will become better." * "In my video project I can present more better." * "You help us improve the project so many. Such that, you teach us how to systemize the video and give us some advices for the video." * "That's better to teach us the method of presentation before we had started the project. The editor is not easy to use... We should know that kind of tricks before we made the tape. Ten hours of work can only make ten minutes film. So sad. Increase the number of people in a group from three to four."

"Presenting Presentations"

* "Do more practice and give comment of our presentation." * "In the language laboratory, I have been trying to speak English about a topic for the term. (This has) improve my English and make me having self-confident." * "During the

language lab, you give us so many chances to practice." * "I think talking more in English is better such as a not very difficult presentation."

Students' Feedback on Teaching

* "In that 8 weeks, I often can not listen to what you say. Because my English ability is very low, an also you language is in American English...Can you speak more slowly and also use more body language to present your idea?" * "I think you are quite good in getting the attention of our two groups, but you are not often push us to have an English conversation with each other. So I do not think we will have much improvement in saying exact wording an appropriate way of tone. But one of your advantage is you are very nice people, it can enhance us to talk more with you in English. In your lessons, I almost understand every words you speak." * "I think the lecturer using more projector to show the detail of the course material will be much better... In addition, the lecturer can make a group discussion and then draw a conclusion that make the student more active." * "I think the most successful part in your courses is your attitude to us. And this attitude can break any gaps between you and us. I think everyone are willing to learn by this way!" * "Robert seems able to read our minds. During each lesson, he gives sufficient illustration, explanation and information so that I can follow the lesson. Thanks to him, we have become the minority student are improving English. Nevertheless, everything is not perfect, Robert too. Beyond doubt Hong Kong exam-oriented these years, most of students, as well as me. have lived under

stress and pressure. Sometime I am disappointed that the openminded Robert does not see this point. We still need to sit for English exam this year. But I believe it is slightly oversight. Perhaps giving some tips would be ease the load of us and brightening our dim situation."

Students' Reflective Writing on Self-Learning

* "The lectures are good because I feel more relaxed without any pressure. Learning language have to be relaxed." * "In my opinion the English lesson is quite successful because I am become an active speaker in front of the class than before. Thank you for giving me a wonderful lesson. All in all your Cantonese improved a lot, you know a lot of things that even I did not expect you to know." * "Definitely, I have great improvement in my communication. And this communication connect you and me without any gaps although we use English as a median. Naturally, I don't know how to communicate by English. However, after your course, I know that speaking about the topic which I know much about can help me. And even I talk to the foreigner. And after taken your course I become more aggressive to talk by English." * "I have found I have a build up of confidence when I talk to a foreigner and a little improvement in the English listening." * "Robert, it is really that I am so enjoy attend this classroom/module. I feel this module is interesting and freedom. I can learn how to make a project step by step independent. It is a valuable module for the development of ourselves. At the beginning of this module I did not know what is the purpose of

this module was. After a few lesson, I can catch the teaching method and following it." * "Recently, I have hated to speak English with foreigners in the light of their fast speaking. That is nothing I can hear Consequently, owing to without practice, my English have never been improved. But now I am different. I start to explore to some English problems. Also I try to listen to foreign radio programmes and I am keen on speaking English. At the beginning I was ill at ease that my attitude towards English has exceedingly great change. Now I understand the reason. I get the confidence. Although my English teacher is American, his speaking is slow and clear and understandable. That is the first time I can hear a complete sentence, paragraph and whole conversation."

General Comments on Module

"I think it is better for us to speak in English during lectures. Also you should give us more chance to practice English speaking. I mean we should learn how to stress and pronounce a sentence."

Teacher Development

From this action research project I have made many important discoveries about teaching and being a teacher. The most significant is that I am an outsider in terms of being new to the Polytechnic and developing the curriculum. This simple bit of information has helped me to better understand my teaching context, ie., CPHK. I believe much of my difficulty over the past year was that I, like the first

year students who I had instructed, was an outsider; I had no idea as to the complex nature of the institution or the historical background of the modules that I was teaching. All I was able to focus on was the eighteen hours a week of teaching modules and the amount of energy I had to put into them. This alone was exhausting my already limited knowledge of teaching. Fortunately for me, I had plenty of other fantastic teaching resources around me; my colleagues. It has also been interesting to discover how dangerous and damaging a curriculum can be.

A curriculum is the controlling factor when it comes to teaching decisions. If a teacher is new to the teaching context; an outsider, s/he may not realise the underlying problems with planning tasks for the classroom stem from curriculum guidelines that fail to properly address the students' needs. What can further aggravate the situation is if the students are not accustomed to offering feedback on what might better meet these needs. Furthermore, if the EAP curriculum is not integrating its various components in meaningful ways, the teacher's attempts to motivate the students to communicate becomes futile. Put these items together in a classroom and you have some trouble.

For my future as a teacher, I see that making the transition from unintegrated EAP/ESP modules to integrated EAP/ESP modules can have a direct influence on making the learning experience a positive one. By opening up communication

between the supporting department with the parent/core department, English module teachers can set aside time in which they could discuss students' ongoing needs. This form of discussion could also aid the development of the supporting modules; making them more relevant for the students future success at CPHK. In this way student feedback can be an ongoing part of any supporting module. From feedback, lecturers can discuss the development of teaching material, teaching approach/methodology. Moreover, since the one commonality established from the series of interviews was the students' language problems and how important their success in the core modules depends on understanding English, these problems cannot be isolated merely in one English module with a narrow approach to students' language needs.

What this action research project has also showed me is that ESP/EAP modules cannot merely be provided as a service to the students' core module work. If allowed to remain on the fringes it becomes obscured, meaningless for both the teacher and students. What possible motivation to use language could come of this? Also, merely developing new material over and over is not enough to satisfy the needs of students; whether the module's objectives have been achieved should determine if the module has been successful or not. In this CPHK must develop better methods in which to evaluate whether or not a modules are being met.

One of the only ways to judge if the module has been successful is to receive

ongoing feedback from students and other teachers teaching the module. I have noticed that all service module teachers have their own itinerary when it comes to teaching from a previously developed syllabus. If three teachers are teaching the same module, they may be teaching three different modules, only the final exam is the same. What this tells me is that the module syllabuses as they are now are not succeeding in fulfilling the module objectives. Teachers must stray far from the path in order to fulfil students' needs plus teach what is eventually to be assessed in the final: a lot of work for ten short weeks!

The supporting English modules with a narrow approach to writing are a necessary component in order to help support the students' learning in their core modules. However, without a supporting module that allows wide angled approach to first year students' immediate second language needs are in this academic setting, students could loose the opportunity to work on their immediate problems using English.

References and Bibliography

Boswood, Tim, Senior Lecturer, Department of English. City Polytechnic of Hong Kong. Interview by Author, 8/20/92, Hong Kong.

Brown, Gillian, Listening to Spoken English. Applied Linguistics and Language Study, ed., Christopher N. Chandlin. London: Longman, 1990.

Burton, J., et al. eds., Study Skills for Higher Education: a curriculum framework for adult second language learners. Macquarie University: The National Centre for English Language Teaching and Research, 1990.

City Polytechnic of Hong Kong, Calender, Hong Kong: Academic Secretary, City Polytechnic of Hong Kong Publications, 1991.

Devall, Norman, Principal Lecturer, Division of Technology. College for Higher Vocational Services, City Polytechnic of Hong Kong. Interviewed by Author, 8/20/92, Hong Kong.

Early, P., (1981), "The ESP teacher's role: Implications for the 'knower - client' relationship", in The ESP Teacher:, development and prospects, ELT Document 112, London: British Council English Teaching Information Centre. Quoted in Pauline Robinson, ESP Today: A Practioner's Guide. New York: Prentice Hill, 1991.

Flowerdew, J., Miller, L., (1992), "Student Perceptions, Problems and Strategies in Second Language Lecture Comprehension". Unpublished Manuscript. Hong Kong: Department of English, City Polytechnic of Hong Kong.

Guthrie, L.F., (1984), "Contrasts in Teachers' Language Use in a Chinese - English Bilingual Classroom". Handscombe, J., et al., eds., On TESOL' 83: The Question of Control. Washington, D.C.: TESOL. Quoted in John Flowerdew and Lindsay Miller, (1992), "Student Perceptions, Problems and Strategies in Second Language Lecture Comprehension". Unpublished Manuscript. Hong Kong: Department of English, City Polytechnic of Hong Kong.

Johnson, R.K., Lee, P.L.M.,(1987), "Modes of Instruction: Teaching Strategies and Student Responses", in Language Education in Hong Kong, ed., Robert Lord et al. Hong Kong: The Chinese University Press. Quoted in Steve Walters, and John Balla, "English Medium Instruction at City Polytechnic of Hong Kong", p3. Hong Kong: Research Report #17. Department of English. City Polytechnic of Hong Kong Publications, 1992.

Lancaster University, Unpublished Module Material. Lancaster, Great Britain. 1987.

Lee, Ellen, Senior Lecturer, Division of Technology. College for Higher Vocational Services, City Polytechnic of Hong Kong. Interviewed by Author, 9/4/92. 8/20/92, Hong Kong.

Lin, A., Detaramani, C., Yeung, I., and Wong, E., (1991), "Intrinsic Motivation and Second Language Attainment: A First Report on a Survey of Tertiary Students in Hong Kong". Hong Kong: Research Report #9. Department of English. City Polytechnic of Hong Kong Publications.

Lord, R., T'sou, B., (1985), The Language Bomb. Hong Kong: Longman. Quoted in Steve Walters and John Balla, "English Medium Instruction at City Polytechnic of Hong Kong", p1. Hong Kong: Research Report #17. Department of English. City Polytechnic of Hong Kong Publications, 1992.

Mahoney, Dino, Dwyer, Robert, (1992), "Perceiving the Purpose: Interpreting the Goals of a Lesson: work in progress". Hong Kong: Research Report Series. Department of English, City Polytechnic of Hong Kong.

McTaggart, Robin, The Action Research Planner. Victoria: Deakin University Press, 1988.

Munby, John, Communicative Syllabus Design. Cambridge: Cambridge University Press, 1978.

Nunan, David, Designing Tasks for the Communicative Classroom. Cambridge Language Teaching Library. Cambridge: Cambridge University Press, 1990.

Pennington, M.C., Ball, J., Detaramani, C., Poon, A., and Tam, F., (1992), "Towards a Model of Language Choice among Hong Kong Tertiary Students". Hong Kong: Research Report #18. Department of English. City Polytechnic of Hong Kong Publications.

Richards, J.C., The Language Teaching Matrix. Cambridge: Cambridge University Press, 1990.

Robinson, Pauline, ESP Today: A Practioner's Guide. Language Teaching Methodology Series, ed., Christopher N. Chandlin. New York: Prentice Hall, 1991.

Turoza, Stephen, Senior Lecturer, Department of English. City Polytechnic of Hong Kong. Interviewed by Author, 8/21/92. Hong Kong.

(1992), EAP Self-Study Material. Unpublished Module Material. Department of English, City Polytechnic of Hong Kong.

Walters, S., Balla, J., (1992), "English Medium Instruction at City Polytechnic of Hong Kong". Hong Kong: Research Report #17. Department of English. City Polytechnic of Hong Kong Publications.

Ur, Penny, Teaching Listening Comprehension. Cambridge Handbooks for Language Teachers, eds., Michael Swan and Roger Bowers. Cambridge: Cambridge University Press, 1989.

White, Ronald V., The ELT Curriculum: design, innovation and management. Oxford, Basil Blackwell, Ltd., 1988.

Glossary

Client/Parent/Core Department - Department in which students are enroled

Higher Diploma (HD) - British tertiary level three year qualification

Module - a class, or in American English, a course

Practice - Straight production by the students either controlled by the teacher or free from teacher interference

Presentation - Getting the meaning/purpose of the teaching material across to the students. Confirming whether students understand the nature and purpose of an activity eg., modelling.

Service/ Support Department - In the teaching context of CPHK, the English department and the Division of English

Service/Support Modules - ESP and EAP modules designed and negotiated between the client and service department to meet the students' communication needs within their course of study or professions

Term - a ten week period of classes

Use - students choose and discriminate among language responses without teacher intervention

APPENDIX A

City Polytechnic of Hong Kong

Department of English

Evaluation of Module and Teaching

Instructions to students

We would like you to complete this questionnaire. The results may be used

1) to improve the materials and teaching on this module for the benefit of future students

2) to assist the staff member in establishing a case for his/her promotion or reappointment.

1. The questionnaire is in 2 parts. The first part is intended to help us to evaluate the module and the materials used. The second part is to help us evaluate the teaching of the lecturer. Please try to keep these two things separate in your mind as you complete the form.

2. Try also not to let your like or dislike of the subject you are studying influence the way you answer the questions.

3. Please provide your own observations and judgements, not what you think someone else might feel. Please don't discuss the questionnaire with your student colleagues while you are completing it.

4. The questionnaire must be completed and returned during the class. You cannot take it away.

5. Please do NOT put your name on the form. This will ensure that all the information is anonymous.

Thank you for your help.

Section A: The module and materials

Term/Semester:____ Year: 19____ Module No:_____

1. To what extent was this module successful in achieving its objective:

Not very successful				Very successful
1	2	3	4	5

Please comment on the reasons for your answer.

Comment:

2. How did you feel about the workload of the module?

Quantity:

Too little				Too much
1	2	3	4	5

Quality:

Not very stimulating				Very stimulating
1	2	3	4	5

3. Answer this question only if a textbook was used.

How did you feel about the text book?

Extent of use:

Not used very much				Used a lot
1	2	3	4	5

Appropriateness for the module:

Not very appropriate				Very appropriate
1	2	3	4	5

Would you recommend its use again:

Not at all				Very strongly
1	2	3	4	5

Do you have any other comments on the textbook?

Comment:

4. How did you feel about the materials and handouts?

Quantity:

Too few				Too many
1	2	3	4	5

Quality:

Not very interesting				Very interesting
1	2	3	4	5

Clarity:

Not very clear				Very clear
1	2	3	4	5

BEST COPY AVAILABLE

APPENDIX B

Appendix: Syllabus specifications for EN0161

Module Title : English Communication Skills for Building F

Module No. : EN0161

Pre-requisite : None

Academic size : 20

Level : 0

No. of hours : Tutorials: 20
Language Laboratory: 10

1. Aims and Objectives

1.1 To introduce students to the language skills they need to study effectively in English at the Polytechnic at the Higher Diploma level.

1.2 To develop students' competence in writing technical prose.

1.3 To expand students' knowledge of relevant semi-technical vocabulary.

2. Syllabus

2.1 Reading skills

(a) developing strategies for reading technical materials
(b) making notes from written materials

2.2 Listening skills

(a) decoding skills
(b) note-taking in lectures

2.3 Writing technical prose

(a) writing about structures
(b) writing about functions
(c) writing about processes

2.4 Vocabulary

(a) techniques for vocabulary expansion
(b) expanding knowledge of relevant semi-technical vocabulary

2.5 Writing skills for examinations

(a) Assessing the task
(b) writing the answer

Appendix
ENC161 Syllabus

WEEKS/ TECH DESCRIPTION/ SEMI-TECHNICAL VOCABULARY/ STUDY SKILLS
**** ********** ********** ********

1-3 Intro to Module

Vocab Unit 1

Physical Description:
Properities of Building Materials
Description of Shape, Location and Layout

Assignment 1: Description of Location, Layout and Materials

3-5 Structural description
Introduction
Analysis into Components
Description of Connection and Joining
Grammar: Stative Verbs, Use of Tenses in Tech Description
Organisation by Spatial Arrangement
Paragraphing in Technical Description

Study Skills 1:
Note-taking

Assignment 2: Structural Description

5-7 Vocabulary Review 1:
Vocabulary Description, Review and Test
Vocabulary Unit 2: (Quanity and Measurment) given for Self-Study

Functional Description:
Introduction to Functional description
Functions of Building Components and Systems
Grammar: Action Verbs, Active and Passive Voice
Integration of Structural and Functional Description

Assignment 3: Structural/Functional Description

Study Skills 3:
Examination Skills

7-9 Process Description:
Introduction to Process Description
Describing Construction Processes and Operation of Equipment
Organisation by Time / Order / Cause and Effect

Assignment 4: Process Description

Vocabulary Review 2
Vocabulary of Quanity and Measurment - Test

10 Review and Integrated Practice

APPENDIX C

Teaching Evaluation and Improvement Package (TEIP)

Student Evaluation of Teaching Questionnaire

Form B - Small Group Teaching

Information and Instructions for Students

Today/tonight, we are asking you to complete an evaluation of teaching questionnaire. The results from the questionnaire may be used for two purposes:

1) *To improve the teaching on this module for future students; and*

2) *To assist the lecturer establish a case for her/his promotion.*

Given the importance of the above purposes, it is essential that you take care when completing the questionnaire. The information you provide is very valuable.

Please read and follow all the instructions very carefully

1. Please read the instructions for each *item* (question) on the questionnaire before providing your responses.

2. It is very important that you concentrate on *the teaching* and answer the questions as accurately as you can. Try not to let your like or dislike of the module or subject you are studying influence the information you provide.

3. Please provide *your own (individual) observations and judgements*, not what you think someone else might feel. You should not discuss the questionnaire with your student colleagues while you are completing it.

4. Note that items 4 and 5 on page 2 are the *most important items* so please ensure that you complete them.

   Please also note carefully that for item 4 (i.e. 4A and 4B) you only need tick boxes *when you have a strong opinion* about the aspects of teaching identified - that is, if you feel an aspect of teaching "particularly needs improving", or an aspect is "particularly commendable" or excellent.

5. Your names are *not required* and all information is *confidential* - it will be provided to the lecturer only.

6. If you wish to make comments about any aspect of the *teaching* on this module please use the reverse side of the form.

Professional Development Unit (ETC)

BEST COPY AVAILABLE

THE TEACHING

4. How effective has the teaching been in this tutorial/ seminar? (Read the following lists of aspects of teaching and tick any appropriate boxes as you go, then enter an overall grade on Item 5)

4A: Any aspects that you felt particularly needed improvement?

Content
- 1 ☐ little relevance to course
- ☐ assumes too much prior knowledge
- 3 ☐ not relevant to assignments
- ☐ does not relate material to previous learning

Discussion
- 5 ☐ not enough
- ☐ too much
- 7 ☐ poor quality
- ☐ not well managed
- 9 ☐ too few opportunities to ask questions
- ☐ not well focused
- 11 ☐ too few opportunities to interact with other students
- ☐ contribution of students not always acknowledged

Presentation
- 1 ☐ clarity of speech
- ☐ too much complex language
- 3 ☐ clarity of board writing
- ☐ quality of overheads
- 5 ☐ quality of handouts
- ☐ clarity of explanations
- 7 ☐ quality of demonstrations

Organization/Management
- ☐ does not follow agreed plan
- 9 ☐ seems disorganised
- ☐ unclear explanation of objectives
- 11 ☐ unclear instructions

Class Activities
- ☐ not relevant to course
- 13 ☐ too few
- ☐ too many
- 15 ☐ waste time

Attitude to Students
- 1 ☐ little encouragement provided
- ☐ unresponsive to student needs
- 3 ☐ seems unwilling to interact with students

Assessment
- ☐ not enough
- 5 ☐ too much
- ☐ poor coverage
- 7 ☐ unfair marking
- ☐ explanation of grading
- 9 ☐ unclear feedback
- ☐ slow return time
- 11 ☐ discussion of assessment

☐ **Punctuality**

13 ☐ **Availability of tutor outside class times**

Others (please state) ....

4B: Any aspects that you thought were particularly commendable or excellent?

Content
- 1 ☐ very relevant to course
- ☐ relates material to previous learning
- 3 ☐ helps with assignments

Discussion
- ☐ open
- 5 ☐ well managed
- ☐ opportunities to ask questions
- 7 ☐ opportunities for student interaction
- ☐ contribution of students acknowledged

Presentation
- 9 ☐ speaks clearly
- ☐ writes clearly
- 11 ☐ quality of overheads
- ☐ explains clearly
- 13 ☐ quality of demonstrations
- ☐ stimulates interest

Teaching Materials
- 1 ☐ good quality
- ☐ sufficient quantity

Organization/Management
- 3 ☐ evidence of good planning
- ☐ well organised in class
- 5 ☐ clear explanation of objectives
- ☐ clear instructions

Class Activities
- 7 ☐ relevant to course
- ☐ varied and interesting

Attitude to Students
- 9 ☐ provides encouragement
- ☐ responsive to student needs
- 11 ☐ helpful
- ☐ adjusts to student needs

Assessment
- 1 ☐ right amount
- ☐ good coverage of material
- 3 ☐ marked fairly
- ☐ clear explanation of grading
- 5 ☐ clear and constructive feedback
- ☐ returned promptly

7 ☐ **Availability of tutor**

Others (please state) ...

5. OVERALL: In the light of 4A and 4B, how would you rate the teaching ?
(Circle one grade: B+ is one grade. Do not circle the descriptions.)

1				5				10
F	D	C-	C	C+	B-	B	B+	A- A
Very Poor	Poor		Acceptable			Good		Excellent

Thank you for your Assistance

BEST COPY AVAILABLE

TEACHING EVALUATION AND IMPROVEMENT PACKAGE

STUDENT EVALUATION FORM – SMALL GROUP TEACHING

Professional Development Unit, Educational Technology Centre

Name of Tutor / Lecturer: _____ **Module No.:** _____

Date: _____ **Class Time:** _____ **Room:** _____

The ratings and other information you provide here will be used to improve teaching. Data from Item 5 may be used by your tutor/lecturer to support a case for promotion.
Please read all the questions before answering any. Use the bottom or reverse side of the page for any comments that will not fit elsewhere. Try to avoid influence from your personal likings (for subject or teacher). That is, please focus carefully on the teaching. Suggest improvements to this form if you wish.

VALUE OF THE TUTORIAL/ SEMINAR

1. In general, how valuable is this tutorial/seminar for meeting your learning needs in this module?
(Circle one response.)

1	2	3	4	5
Of No Value	Of Little Value	Of Some Value	Valuable	Very Valuable

THE LOAD

2. How heavy are you finding the workload in this module (compared to other modules this year) ?
(Circle one response.)

1	2	3	4	5
Much Lighter	Lighter	Average	Heavier	Much Heavier

THE FACILITIES

3. How are the facilities ? (Place a tick in appropriate spaces)

Overcrowded	1 ( )	Too hot / cold	4 ( )	Poor ventilation	6 ( )
Uncomfortable seats	2 ( )	Poor lighting	5 ( )	Unsafe practices	7 ( )
Not enough equipment	3 ( )				

OTHERS (please state) ....

After completing Items 4 and 5 on the next page put any other comments concerning the teaching in this tutorial/seminar on the reverse side of these pages.

Student Evaluation -- Small Group Teaching

Professional Development Unit, Educational Technology Centre

Interim Feedback Report

Staff Member : Mr Robert Dwyer **Module No. :** HST0161 **Date :** 30/11/92
Class Time : 4:00-6:00 pm **Room :** B2510 **No of Respondents :** 22

Value of the tutorial

	% of Responses
Of No Value	4.5%
Of Little Value	13.6%
Of Some Value	31.8%
Valuable	40.9%
Very Valuable	9.1%

The load

	% of Responses
Much lighter	4.5%
Lighter	4.5%
Average	77.3%
Heavier	9.1%
Much Heavier	0.0%

The facilities

	No of Counts
Overcrowded	5
Uncomfortable seats	5
Not enough equipment	3
Too hot/cold	3
Poor lighting	4
Poor ventilation	5
Unsafe practices	1

The teaching

Aspects needing improvement	No of Students Identifying Aspects
Content	
little relevance to course	2
assumes too much prior knowledge	2
not relevant to assignments	1
does not relate material to previous learning	2
Discussion	
not enough	4
too much	2
poor quality	1
not well managed	1
not well focused	3
too few opportunities to interact with other students	1
contribution of students not always acknowledged	1

APPENDIX D

Student Evaluation – Small Group Teaching

Professional Development Unit, Educational Technology Centre

Interim Feedback Report

Staff Member : Mr Robert Dwyer **Module No. :** HST0161 **Date :** 30/11/92
Class Time : 11:00-1:00 pm **Room :** P5609 **No of Respondents :** 22

Value of the tutorial	% of Responses
Of No Value	0.0%
Of Little Value	0.0%
Of Some Value	59.1%
Valuable	40.9%
Very Valuable	0.0%

The load	% of Responses
Much lighter	0.0%
Lighter	13.6%
Average	54.5%
Heavier	31.8%
Much Heavier	0.0%

The facilities	No of Counts
Overcrowded	10
Uncomfortable seats	11
Not enough equipment	7
Too hot/cold	8
Poor lighting	3
Poor ventilation	10

The teaching

Aspects needing improvement	No of Students Identifying Aspects
Content	
little relevance to course	3
assumes too much prior knowledge	2
not relevant to assignments	2
Discussion	
not enough	7
not well managed	3
contribution of students not always acknowledged	1
Presentation	
clarity of speech	2
too much complex language	1
clarity of board writing	6
quality of overheads	2
quality of handouts	3
clarity of explanations	2